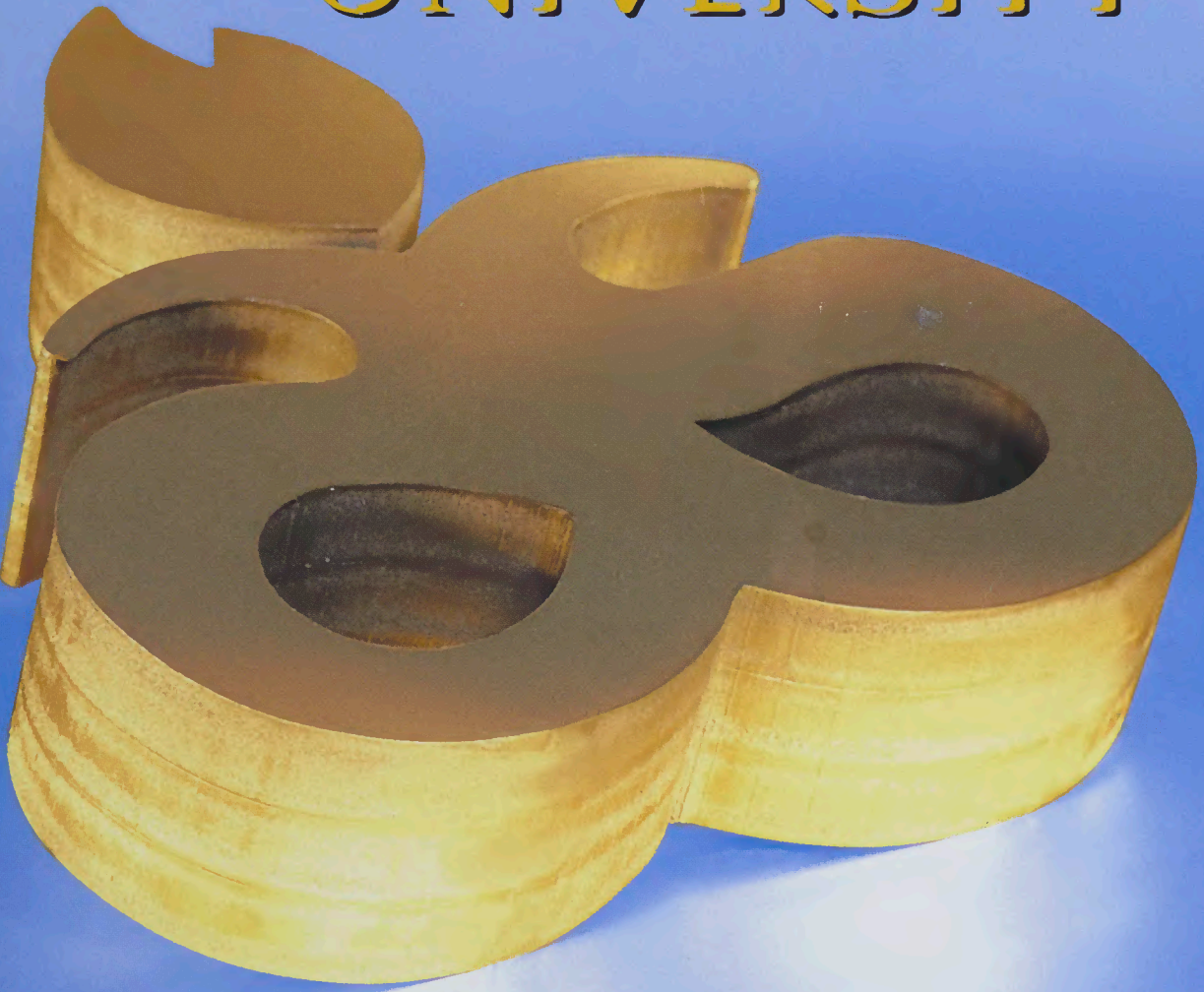


ALBANY STATE UNIVERSITY



Graduate School Catalog
2002-2005

ALBANY STATE UNIVERSITY



GRADUATE SCHOOL
CATALOG: 2002-2005



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

Albany State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097) to award Bachelor, Master's and Education Specialist degrees.

The statements set forth in this catalog are for information purposes only and should not be construed as the basis of a contract between student and this institution. While provisions of this catalog will ordinarily be applied as stated, Albany State University reserves the right to change any provision listed in this catalog, including but not limited to, academic requirements for graduation, without specific notice to individual students. Every effort, however, will be made to keep students advised of any such changes. Information about such changes will be available in the Graduate School office. Students are responsible for keeping apprised of current graduation requirements of their particular degree program.

Albany State University
Catalog and Announcements 2002-2005
(Official Series)

Vol. XLI August 2003 No. 1

For Information on Graduate Admissions
(229) 430-5118
www.asurams.edu
Click on Graduate School

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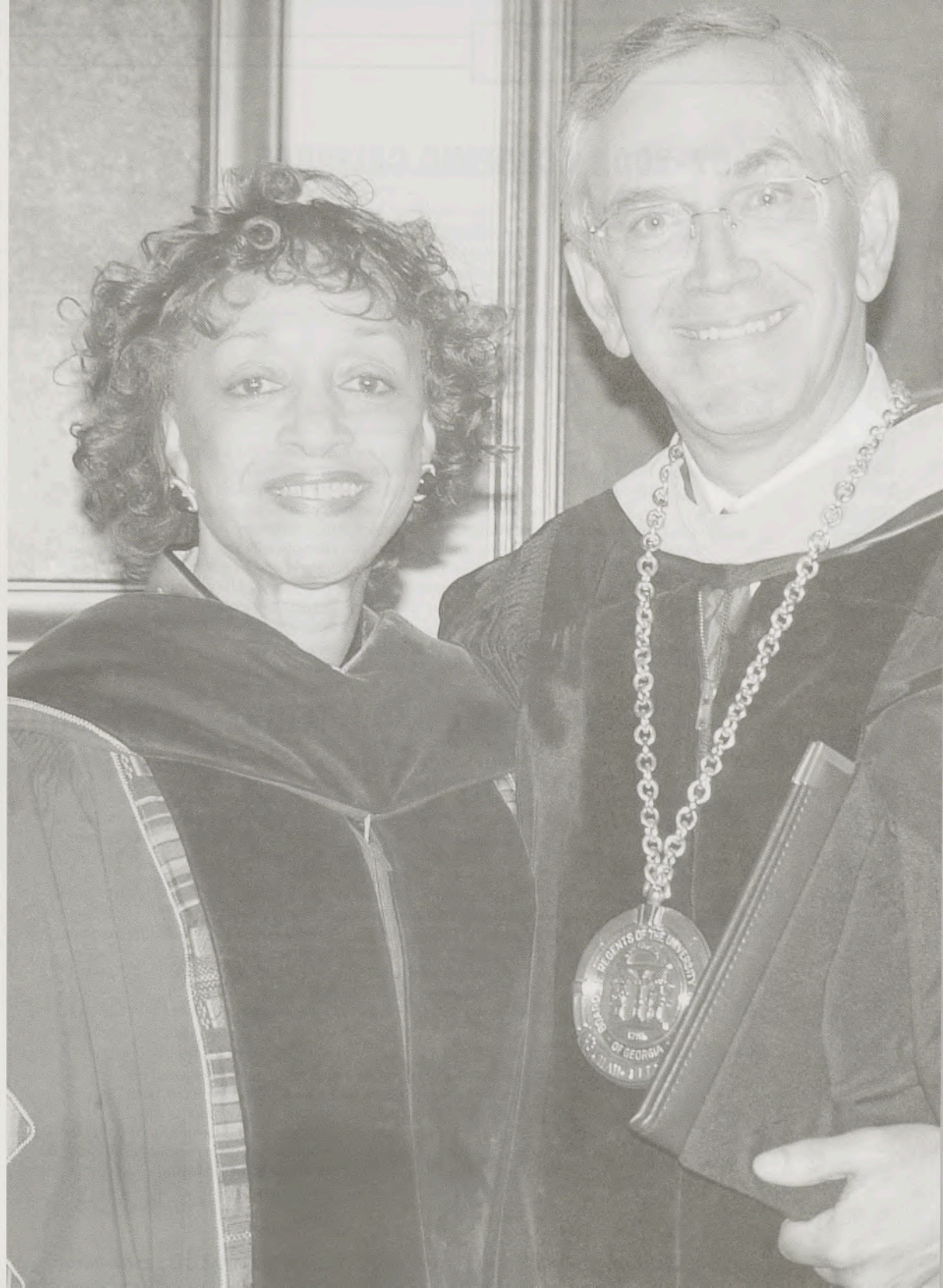
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2002-2003 ACADEMIC CALENDAR

Summer Semester 2002

May 16	Registration
May 17	Drop/Add and payment of fees (Late fees apply)
May 20	Classes begin
May 27	Memorial Day observed
June 18	Regents' Test
July 10-13	New Student Orientation
*Classes five days a week	
*Class length - 90 minutes	

Fall Semester 2002

July 10-13	New Student Orientation
August 14	Residence halls open for new students at 1 p.m.
August 15-18	New student orientation
August 19	Phase 11—Registration and payment of fees for new students 8 a.m. - 12 noon, returning students registration 1 p.m. - 6 p.m. Residence halls open for upper classmen.
August 20	Classes begin. Registration continues; 8 a.m. - 5 p.m.
August 21-22	Phase III — Registration, drop/add and payment of fees; 8 a.m. — 6 p.m. (Late fees may apply). All fees must be paid by <u>August 23</u> . No refund will be made for courses voluntarily dropped after <u>August 22</u> . (This does not apply to withdrawals) Courses cannot be added after <u>August 22</u> .
August 23	Final payment of fees
September 2	Labor Day Holiday
September 3	Classes resume
October 3-4	Mid-term examinations
October 7	Mid-term grades due by noon
October 8	Last day to drop a course and withdraw from school with a grade of "W"
October 20-26	Homecoming week (Tentative)
November 11-15	Phase I — Advisement and registration for Spring Semester
November 11	Deadline for application for admission and readmission for Spring Semester. Deadline for clearance for graduation for Fall Semester. Deadline to remove "I" and "IP" grades.
November 15	Thanksgiving Holidays
November 27-29	Classes resume
December 2	Final examinations for potential graduates
December 3-4	Grades due in Registrar's office by 12 noon for potential graduates
December 5	Classes end
December 9	Final Examinations
December 10-12	Grades due in Registrar's office by noon
December 13	Commencement; 10 a.m. - Albany James H. Gray Civic Center
December 14	

Spring Semester 2003

January 5	Residence halls open at 1 p.m. New student orientation
January 6	Phase II — Registration and payment of fees; 8 am. — 6 p.m.
January 7	Phase III — Registration, drop/add and payment of fees; 8 a.m. — 6 p.m. (Late fees may apply). All fees must be paid by <u>January 10</u> . No refund will be made for courses voluntarily dropped after <u>January 8</u> . (This does not apply to withdrawals) Courses cannot be added after <u>January 8</u> .



January 8	Classes begin. Late registration continues; 8 a.m. - 5 p.m.
January 10	Final payment of fees
January 20	Martin Luther King, Jr. Convocation
January 20	Martin Luther King, Jr. Holiday Observed
January 21	Classes resume
February 22 & 24-25	Mid-term examinations
February 26	Mid-term grades due by 10 a.m.
February 27	Last day to drop a course and withdraw from school with a grade of "W"
March 3-8	Spring Break (After last scheduled class on March 3)
March 10	Classes resume
March 10-14	Phase I — Advisement and registration for Summer Semester
March 21	Honors Day Convocation
March 28	Clearance deadline for May graduation
April 4	Founder's Day
April 11	Deadline to remove "I" and "IP" grades
April 14-18	Phase I — Advisement and registration for Fall Semester
April 23-24	Final examinations for potential graduates
April 24	Grades due in Registrar's office by 12 noon for potential graduates
April 30	Classes end
April 30	Deadline for application for admission and readmission for Summer Semester.
May 1-3 & 5	Final examinations
May 6	Grades due in Registrar's office by 10 a.m.
May 10	Commencement; 10 a.m. — Albany James H. Gray Civic Center
May 12-14	President's Strategic Management Planning Session

2003-2004 ACADEMIC CALENDAR

Summer Semester 2003

May 15	Registration New Student Orientation 9 a.m.-11 a.m. Residence halls open at 10 a.m.
May 16	Drop/Add and payment of fees.
May 19	Classes begin
May 26	Memorial Day observed
June 18	Residence halls open for new students at 8 a.m.
June 18-21	New Student Orientation (Fall Orientation I)
June 20	Registration - New students Only
June 27	Classes End and Final Examinations
June 28	Residence hall close at 12 noon
July 1	Grades due by 10 a.m.

*Classes five days a week

*Class length - ninety minutes.

Fall Semester 2003

August 13	Residence halls open for new students at 10 a.m.
August 13-17	New Student Orientation (Fall Orientation II)
August 15	Registration - New students only
August 17	Residence halls open for upper classmen at 10 a.m.
August 18	Phase II—Registration and payment of fees for new students 8 a.m. — 12 noon, returning students registration 1 p.m. - 6 p.m. Residence halls open for upper classmen.
August 19	Classes begin. Registration continues; 8 am. — 5 p.m.
August 20-21	Phase III — Registration, drop/add and payment of fees; 8 a.m. - 6 p.m. (Late fees may apply). All fees must be paid by August 22. No refund will be made for courses voluntarily dropped after August 21. (This does not apply to withdrawals) Courses cannot be added after August 21.
August 22	Final payment of fees
September 1	Labor Day Holiday
September 2	Classes resume
October 2-3	Mid-term examinations
October 6	Mid-term grades due by noon
October 7	Last day to drop a course and withdraw from school with a grade of "W"
October 19-25	Homecoming week (Tentative)
November 10-14	Phase I — Advisement and registration for Spring Semester
November 10	Deadline for application for admission and readmission for Spring Semester. Deadline for clearance for graduation for Fall Semester. Deadline to remove "I" and "IP" grades.
November 14	Thanksgiving Holidays
November 26-29	Classes resume
December 1	Final examinations for potential graduates
December 2-3	Grades due in Registrar's office by 10 a.m. for potential graduates
December 4	





December 5	Classes end
December 6, 8-10	Final Examinations
December 11	Grades due in Registrar's office by 10 a.m.
December 13	Commencement, 10 a.m., Albany James H. Gray Civic Center

Spring Semester 2004

January 5	Residence halls open at 1 p.m. New student orientation
January 6	Phase II — Registration and payment of fees; 8 a.m. - 6 p.m.
January 7	Phase III — Registration, drop/add and payment of fees; 8 a.m. - 6 p.m. (Late fees may apply). All fees must be paid by <u>January 9</u> . No refund will be made for courses voluntarily dropped after <u>January 7</u> . (This does not apply to withdrawals) Courses cannot be added after <u>January 7</u> .
January 8	Classes begin.
January 9	Late registration continues; 8 a.m. - 5 p.m.
January 9	Final payment of fees
January 19	Martin Luther King, Jr. Convocation
January 19	Martin Luther King, Jr. Holiday Observed
January 20	Classes resume
February 21 & 23-24	Mid-term examinations
February 25	Mid-term grades due by noon
February 26	Last day to drop a course and withdraw from school with a grade of "W"
March 1-6	Spring Break (After last scheduled class on March 1)
March 8	Classes resume
March 8-12	Phase I — Advisement and registration for Summer Semester
March 19	Honors Day Convocation
March 26	Clearance deadline for May graduation
April 2	Founder's Day
April 9	Deadline to remove "I" and "IP" grades
April 12-16	Phase I — Advisement and registration for Fall Semester
April 27-28	Final examinations for potential graduates
April 29	Grades due in Registrar's office by 10 a.m. for potential graduates
April 29	Classes end
April 30	Deadline for application for admission and readmission for Summer Semester.
April 30 & May 1, 3-4	Final examinations
May 5	Grades due in Registrar's office by 10 a.m.
May 8	Commencement; 10 a.m. — Albany James H. Gray Civic Center
May 10-12	President's Strategic Management Planning Session

2004-2005 ACADEMIC CALENDAR

Summer Semester 2004

May 17	Registration New student orientation 9 a.m. - 11 a.m.
May 18	Drop/Add and payment of fees. Late fees apply
May 18	Classes begin
May 24	Memorial Day observed
May 27	Classes resume
June 16	Residence halls open for new students at 8 a.m.
June 16-19	New student orientation (Fall Orientation I)



June 18 Registration - new students only

*Classes five days a week

*Class length - ninety minutes

Fall Semester 2004

August 10	Residence halls open for new students at 8 a.m.
August 10-15	New student orientation (Fall Orientation II)
August 13	Registration - New students only
August 16	Phase 11—Registration and payment of fees for returning students 8 a.m. — 6 p.m. Residence halls open for upper classmen.
August 17	Classes begin. Registration continues; 8 a.m. — 5 p.m.
August 18-19	Phase III — Registration, drop/add and payment of fees; 8 am. — 6 p.m. (Late fees may apply). All fees must be paid by August 20 . No refund will be made for courses voluntarily dropped after August 19 . (This does not apply to withdrawals) Courses cannot be added after August 19 .
August 20	Final payment of fees
September 6	Labor Day Holiday
September 7	Classes resume
October 9, 11-12	Mid-term examinations
October 13	Mid-term grades due by 10 a.m.
October 14	Last day to drop a course and withdraw from school with a grade of "W"
October 20-26	Homecoming week (Tentative)
November 8-12	Phase I — Advisement and registration for Spring Semester
November 15	Deadline for application for admission and readmission for Spring Semester. Deadline for clearance for graduation for Fall Semester.
November 15	Deadline to remove "I" and "IP" grades.
November 24-26	Thanksgiving Holidays
November 29	Classes resume
November 30 &	
December 1	Final examinations for potential graduates
December 2	Grades due in Registrar's office by 10 a.m. for potential graduates
December 3	Classes end
December 4 & 6-8	Final Examinations
December 9	Grades due in Registrar's office by 10 a.m.
December 11	Commencement, 10 a.m., Albany James H. Gray Civic Center

Spring Semester 2005

January 4	Residence halls open at 1 p.m.,
January 5	Phase 11 - Registration and payment of fees; 8 a.m. - 6 p.m. New student orientation 9 a.m. - 11 a.m.
January 6	Classes begin. Late registration 8 a.m. - 6 p.m.
January 6-7	Phase III - Registration, drop/add and payment of fees; 8 a.m. - 6 p.m. (Late fees may apply). Courses cannot be added after January 7 . No refund will be made for courses voluntarily dropped after January 7 . (This does not apply to withdrawals from school). All fees must be paid by January 7.

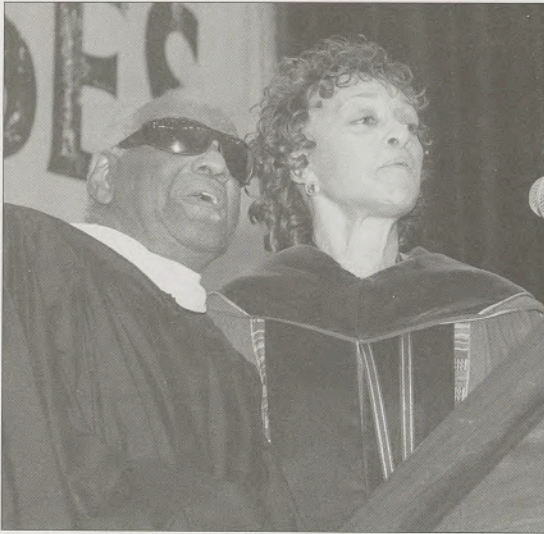


January 7	Final payment of fees
January 17	Martin Luther King, Jr. Convocation
January 17	Martin Luther King, Jr. Holiday Observed
January 18	Classes resume
Feb. 26, 28 & March 1	Mid-term examinations
March 2	Mid-term grades due by 10 a.m.
March 3	Last day to drop a course and withdraw from school with a grade of "W"
March 5-13	Spring Break (After last scheduled class on March 5)
March 14	Classes resume
March 14-18	Phase I - Advisement and registration for Summer Semester Honors Day Convocation
March 25	Clearance deadline for May graduation Founder's Day
April 4-8	Phase I - Advisement and registration for Fall Semester
April 11	Deadline to remove "I" and "IP" grades
April 26-27	Final examinations for potential graduates
April 28	Grades due in Registrar's office by 10 a.m. for potential graduates
April 28	Classes end
April 29,30 & May 2-3	Final examinations
May 2	Deadline for admission and readmission for Summer Semester.
May 4	Grades due in Registrar's office by 10 a.m.
May 7	Commencement; 10 a.m. - Albany James H. Gray Civic Center President's Strategic Management Planning Session





HISTORY of the Albany State University Graduate School



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

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

The Master of Public Administration 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. In

January 1999 Albany State University inaugurated Doctoral Education in the Albany area with the acceptance of the first cohort of students into the joint Ed.D. program with Valdosta State University.

ASU Mission Statement

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

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

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

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

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



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

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

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

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

- Providing quality educational experiences for underserved populations in the region, state and nation;
- Promoting and preserving the historical and culturally distinctive traditions which define African American culture;
- Offering a comprehensive array of programs in health care services, community development, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship;
- Graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;
- Improving the quality of life of African American males via the educational, research, intervention and service programs coordinated through the Center for the African American Male.

GRADUATE SCHOOL Mission

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

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

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

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

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

ALBANY STATE UNIVERSITY



DESCRIPTION of Offerings

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

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

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

Master of Science Degree (M.S.)

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

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

The M.S.N. degree in Nursing is offered by the College of Health Professions with concentrations for the clinical nurse specialist, family nurse practitioner, nurse administrator and nurse educator.

Master of Education (M.Ed.)

The M.Ed. degree is offered by the College of Education with concentrations in business education, early childhood education, educational leadership, 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, Political Science and Public Administration. Concentrations are offered in human resources administration, public policy, water resources management and policy, general management, community and development and health administration policy.

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

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

GENERAL ADMISSIONS POLICIES

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

Baccalaureate Degree

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

Grade Point Average

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

Standardized Test Requirement

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

ADMISSION REQUIREMENTS

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

1. A completed official application form.
(The application form can be copied from the Graduate School web site at www.asurams.edu and click on graduate school.
2. A \$20.00 non-refundable application fee.
3. Official transcripts from all colleges attended.
4. Graduate Record Examination (GRE), Miller Analogies Test (MAT) or Graduate Management Admission Test (GMAT) Scores. Test score time limit is five (5) years.
5. Two current letters of reference.
6. Pre-Entrance Medical Record and Certificate of Immunization.
7. All Nursing applicants must submit copies of their Malpractice Insurance and their License to Practice as a Nurse in the State



of Georgia.

8. A Georgia Teaching Certificate required for all Education majors except School Counseling.

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

Admission and Readmission

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

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

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

CATEGORIES of Admission

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

Regular Admission

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

Provisional Admission

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

1. An undergraduate degree from a regionally accredited college or university with an undergraduate major in, or prerequisites for, the planned field of study, where applicable.
2. An undergraduate grade point average of at least 2.2/4.0.
3. A score on the MAT of no less than 27; a score on the Aptitude Test of the GRE of no less than 700; or an appropriate score on the GMAT in accordance with program criteria.

A student satisfying nine semester hours of course work in provisional status with no grade of less than "B" may be admitted to regular admission. Otherwise, the student's enrollment is terminated. Individual programs of study may have higher provisional admission standards.

Transient Admission

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

Non-Degree Admission

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

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

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

1. The student has an overall 3.0 or better grade point average.
2. The Vice President for Academic Affairs approves the academic department's recommendation for the student to apply to the



Graduate School.

3. The student applies and is accepted as a non-degree student in the Graduate School.
4. The student follows the same regulations for all non-degree students in the Graduate School.
5. As with all non-degree students, only nine (9) semester hours taken in non-degree status by ASU seniors may be applied toward a Master's degree at the University.
6. Seniors who have been approved by the Vice President for Academic Affairs and accepted as non-degree students in the Graduate School are limited to a maximum of 12 semester hours of graduate courses per semester. Such students are allowed a maximum of 15 semester hours of courses (combined graduate and Undergraduate) per semester.

Change in Status

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

Appeals of Admission Status

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

Change of Degree Program

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

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

Full-Time Status

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

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

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

Fall Semester:	June 15
last day to complete an application file	
Spring Semester:	November 15
last day to complete an application file	
Summer Semester:	March 1
last day to complete an application file	

*International students must complete an application file at least two months prior to the term they wish to begin study. See section below on "Admission of International Students."

Admission of International Students

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

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

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



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

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

OTHER Academic Policies

Readmission Following Scholastic Termination

A graduate student who has been excluded from the institution for academic reasons will not ordinarily be readmitted. A student who petitions this rule must have been out of the institution for at least twelve months. Said petition must be approved by the Appeals Committee of the Graduate Council, the Dean of the Graduate School and the Vice-President for Academic Affairs. Any graduate student who has been excluded twice for scholastic reasons will not be readmitted to the University under any circumstance.

Degree Requirements

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

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

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

Planned Degree Programs of Study

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

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



Academic Standards

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

Grading System

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

The official grades with the meanings and quality points follow:

- "A" EXCELLENT: Four quality points are allowed for each semester credit hour.
- "B" GOOD: Three quality points are allowed for each semester credit hour.
- "C" SATISFACTORY: Two quality points are allowed for each semester credit hour.
- "D" LOWEST PASSING GRADE: One quality point is allowed for each semester credit hour.
- "F" FAILURE: This mark indicates poor scholastic work or failure to officially withdraw from the course. In such cases, students must take the required courses at the next opportunity. Students may repeat an elective course if desired. No quality points are allowed.
- "I" This symbol indicates that a student has completed the major portion of the requirements for a given course, but for reasons beyond expected control, such as illness or family emergency, could not complete the course requirements. Normally, incomplete grades must be removed by the end of the first semester following the awarding of the incomplete. If an "Incomplete" is not satisfactorily removed after two semesters of matriculation, the symbol "I" will be changed to "F". To remove an "Incomplete", the student must secure a permit from the Registrar's Office and submit it to the instructor. The instructor will execute a Request to Remove an Incomplete form and submit it to the Office of the Vice President of Academic Affairs for approval.
- "IP" This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. Students may enroll in and take courses in which the "IP" symbol is awarded for up to three successive terms. With the exception of Learning Support and Regents' Test remediation courses, this symbol cannot be used for other courses. If the student has not completed the course(s) after three successive terms, the student must request and be granted approval to re-enroll in the course(s) by the Department Chair, Dean and Vice President for Academic Affairs. This symbol cannot be substituted for an "I" (incomplete).
- "W" This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the total grading period (including final examinations) except in cases of hardship as determined by the Vice President for Student Affairs.
- "S" This symbol indicates that credit has been given for completion of the degree requirements for work other than academic. Use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internships, and proficiency requirements in grade programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.
- "U" This symbol indicates unsatisfactory performance in a student's attempt to complete degree requirements other than academic. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic coursework must be submitted to the Chancellor for approval.
- "V" This symbol indicates that a student was given permission to audit a course. Students may not transfer from audit to credit status or vice versa during a single semester.
- "K" This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (CLEP, AP, Proficiency, etc.)

Withdrawal from the University

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



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

Scholastic Warning

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

Scholastic Termination

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

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

Academic Advisement

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

Residence Classification

Residence status is not changed automatically, and the burden of proof rests with the student to provide documentation that he or she qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia. To insure timely completion of required processing, a student/applicant requesting a change in residence classification for a specific semester should file the "Petition for Georgia Residence Classification" and all supporting documentation not later than three weeks (20 working days) prior to registration. Decisions prior to registration cannot be guaranteed when petitions and all supporting documentation are received after the specified deadline.

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

A petition to be reclassified as a resident of Georgia can be obtained from the Registrar's Office. Supporting documents and petition should be returned by July 1 for fall semester, November 15 for spring semester and May 1 for summer semester.

Legal Residency Requirements

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

1. (a) If a person is 18 years or older, he or she may register as a resident student only upon showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately before the date of registration. (b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
2. If a person is under 18 years of age, he or she may register as a resident student only upon showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
3. If a parent or legal guardian of a minor changes his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of in-state tuition. After the expiration of the twelve-month period, the student may continue his or her registration only upon the payment of fees at the out-of-state rate.
4. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as an in-state student until the expiration of one year from the date of court appointment and then only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.
5. Aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States.
6. Waivers: An institution may waive out-of-state tuition for:
 - (a) nonresident students who are financially dependent upon a parent, parents or spouse who has been a legal resident of Georgia for at least twelve consecutive months immediately preceding the date of registration; provided, however, that such financial dependence shall have existed for at least twelve consecutive months immediately preceding the date of registration;



- (b) international students, selected by the institutional president or his or her authorized representative, provided that the number of such waivers in effect does not exceed one percent of the equivalent full-time students enrolled at the institution in the fall semester immediately preceding the semester for which the out-of-state tuition is to be waived;
- (c) full-time employees of the University System, their spouses and their dependent children;
- (d) medical and dental residents and medical and dental interns at the Medical College of Georgia.
- (e) full-time teachers in the public schools of Georgia or in the programs of the State Board of Technical and Adult Education, and their dependent children. Teachers employed full time on military bases in Georgia shall also qualify for this waiver;
- (f) career consular officers and their dependents who are citizens of the foreign nation which their consular officer represents, and who are stationed and living in Georgia under orders of their respective governments. This waiver shall apply only to those consular officers whose nations operate on the principle of educational reciprocity with the United States;
- (g) military personnel and their dependents stationed in Georgia and on active duty unless such military personnel are assigned as students to system institutions for educational purposes.
- (h) selected graduate students at university-level institutions.
- (i) students who are legal residents of out-of-state counties bordering on Georgia counties in which an institution of the University System is located and who are enrolled in said institution.

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

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

GENERAL Policies

Attendance Policy

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

Cheating and Plagiarism

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

Commencement Exercises

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

Comprehensive Examination

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

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

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

Correspondence Credit

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

Credit Load

The normal full load for a graduate student who is not on a graduate assistantship is 9-13 hours (assistantship 12 hours). Overload must be approved by the department chair and Dean of the Graduate School. In no case shall overloads exceed 16 graduate hours.

Diploma or Transcript Issuance

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



ALBANY STATE UNIVERSITY

Directed or Individual Study Credit Limits

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

Disruptive and Obstructive Behavior

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

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

Family Educational Rights and Privacy Act of 1974 Compliance

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

Full-Time Status

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

Grades

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

Graduation Requirements

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

Residence Requirements

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

FINANCIAL Information

Fee Payment Policy

All fees are payable by the registration deadline published for each semester. Payments may be made in cash or by check payable in U.S. currency and drawn on a financial institution located in the State of Georgia. Albany State reserves the right to determine the acceptability of checks, and all checks not drawn as above will be returned to the remitter. Money orders, certified checks, traveler's checks, MasterCard, Visa and personal checks will be accepted, provided that the check is presented with acceptable identification. If a check given in payment of a student's fees, books, or supplies is not paid when presented to the bank or financial institution upon which it is drawn, the student will be charged a return check fee of \$20.00 or five percent (5%) of the face amount of the check, whichever is greater. Any person who submits an "insufficient funds" or "no account" check may not only be suspended from the University, but may also face legal prosecution. No transmittal of credits in any form will be made by the University or its personnel for a student with outstanding financial obligations to the University.

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

GRADUATE STUDENT FEES

Matriculation (Fewer than 9 hours per semester credit hour)	\$111.00 per hour
Non-Resident Tuition (Fewer than 9 hours per semester credit hour)	\$443.00 per hour

Fees and Expenses Beyond Matriculation Fees

Parking (Motor Vehicle) Fee.....	\$8.00
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Graduation Fee.....	\$111.00
Applied Music (per course) Fee.....	\$65.00
Transcript Fee.....	\$3.00
Health Service Fee.....	\$45.00
Student Activity Fee.....	\$46.00
Student Athletic Fee.....	\$152.00
Technology Fee.....	\$38.00
Late Registration Penalty Fee (Failure to register within the dates set) 1st day (Thereafter, the late fee increases \$5 each subsequent day to deadline date).....	\$35.00
Returned Check Fee (Or 5% of face amount of check, whichever is greater).....	\$20.00

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

Office of Fiscal Affairs
 Albany State University
 Albany, Georgia 31705

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

GENERAL REFUNDS

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

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

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

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

Non-Refundable Fees

The following fees are non-refundable.

- Admission Fee
- Graduation Fee
- Music Fee
- Parking Fee
- Dormitory Deposits-are refundable after four years or upon graduation minus any applied charges such as dormitory damage.
- Application Processing Fee

Upon application to a graduate program or for certification, an applicant to the Graduate School must submit a non-refundable application fee of twenty dollars (\$20.00). The application fee does not apply toward registration fees.

Graduation Fee

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

Matriculation Fee

The tuition charge is \$111.00 per semester hour of credit. The cost to audit a course is the same as that for credit.



Student Motor Vehicle Parking Fee

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

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

A student's parking permit costs \$8.00 annually and must be purchased by the deadline posted by the Office of Public Safety. Payment should be by cash or check pre-approved by the Business Office. Temporary permits are available for persons having previously purchased permits or occasionally driving other vehicles.

Out-of-State Fee

Students who are not residents of Georgia must pay an out-of-state tuition fee in addition to all other fees. The out-of-state fee charge is \$443.00 per semester hour or \$5,589.00 maximum tuition charge per semester.

Student Activity Fee

A comprehensive fee of \$281.00 is required of any student enrolled for six or more semester hours. This fee entitles the student to special admission rates to Lyceum features, athletic events, etc., as well as use of the University Health Services.

Transcript Fee

Students may request "student copies" or "transmittal of office copies" of their permanent academic listing of credits (transcripts) at the Office of the Registrar. No fee is charged for the first copy. A fee of \$3.00 (three dollars) is charged for each additional transcript. Five to seven working days should be allowed for the processing of an "official" transcript. ASU transcripts may be ordered for the student's Graduate School file through the Graduate School Office at no charge.

FINANCIAL Assistance

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

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

Financial Aid Application Procedures

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

SOURCES OF FINANCIAL AID

Graduate Assistantship

The University offers a limited number of graduate assistantships worth \$7,000 per year. A graduate assistant works 20 hours a week and receives in return a stipend of \$3,500 per semester. The work performed should be of professional nature and involve research support of faculty as much as possible. Tuition and fees are deducted from the stipend and the balance is paid to the assistant in monthly installments. Application for all graduate assistantships should be made through the Graduate School Office.

Regents' Opportunity Scholarship

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

HOPE Teacher Scholarship Program

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

English Education (grades 7-12)

Middle Grades Education (grades 4-8) with primary concentration in: Math, Science or Math and Science.

Mathematics Education (grades 7-12)

Science Education (grades 7-12): Broad Field Science, Biology, Chemistry, Earth/Space or Physics

Foreign Language Education (grades P-12)

Education of Exceptional Children (grades P-12): Behavior Disorders, Hearing Impaired, Interrelated Special Education, Learning Disabilities, Mental Retardation & Orthopedically Impaired

Business Education (grades 7-12)



Georgia Student Finance Authority (GSFA) Direct Student Loans

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

Federal Perkins Loans

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

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

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

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

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

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

Veterans Assistance Program

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

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

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

Satisfactory Academic Progress

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

Qualitative Measurement

All students are expected to maintain the same academic standards as outlined in the official catalog of Albany State University. Students receiving financial aid must meet the minimum academic standards. Undergraduates and post baccalaureate students must maintain a 2.0 minimum cumulative GPA to remain in good academic standing for financial aid. Graduate students must maintain a 3.0 minimum cumulative GPA to remain in good academic standing for financial aid. Students' (grade point average) progress is evaluated at the end of the spring term or at the end of the summer term for students taking summer course work.

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

1. Financial Aid Probation status will exist for a student eligible for enrollment if the student's cumulative GPA falls below 2.0 for undergraduates and 3.0 for graduates at the end of that term of enrollment.
2. If a student who is eligible for enrollment semester GPA is not 2.5 (undergraduate) and 3.0 (graduate) or greater by the end of the next evaluation period for which the student enrolled, his/her financial aid may be suspended.
3. The Financial Aid Probation status will be removed if the student is eligible for enrollment and the student's cumulative GPA increases to 2.0 (undergraduate) and 3.0 (graduate) or above.
4. Students that are academically eligible for enrollment and are on financial aid probation remain eligible for aid until they are evaluated at the end of the next evaluation period, which occurs at the end of the spring term or at the end of the summer term for students taking summer course work.



Quantitative Measurement

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

- Students completing a minimum percentage of credit hours attempted each academic year.
- Students completing the requirements for their degree within a maximum time frame.

Minimum Percentage of Credit Hours Completion

Students are required to earn a minimum number of hours each academic year depending upon their enrollment status. Undergraduate, post baccalaureate, and graduate students who enroll for full-time, three-quarter time or part-time course work throughout each academic year should successfully complete 67% of all attempted hours registered for during each academic year. Students who do not successfully complete 67% of their course work will be placed on financial aid probation. Students who do not successfully complete 67% of their course work at the end of the next evaluation period financial aid may be suspended. Students' minimum credit hour completion rates will be reviewed at the end of the next evaluation period.

Maximum Time Frame Completion

The maximum number of hours (time frame) allowed is 150% of the number of semester hours required to earn a degree. For example at Albany State University, the average undergraduate degree requires 120 to 127 hours for completion and the average graduate degree requires 36 hours for completion; therefore students may not receive financial aid after they have attempted 190 semester hours (undergraduate) and 54 semester hours (graduate). The purpose of student financial aid is to assist students in earning a degree. Students who have earned enough hours to complete degree requirements may no longer be eligible to receive financial aid. Students' maximum time frame progress is reviewed at the end of the next evaluation period.

Other Conditions Governing SAP Progress

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

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

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

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

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

Mandatory Academic Remediation Coursework

(Learning Support and Regents Courses)

Students enrolled in Learning Support and/or Regents courses are eligible to receive financial aid for a maximum of 30 hours of academic credit. If these courses must be taken beyond 30 hours of academic credit, students must enroll at their own expense. Learning Support students' SAP will begin at the evaluation period following the students' successful completion of the Learning Support Program.

Reinstatement of Financial Aid

Financial Aid recipients that are placed on academic suspension or financial aid suspension at the end of their last semester of enrollment are not eligible for financial aid. Students may apply for reinstatement of financial aid at the end of the next evaluation period for which the students are enrolled by achieving one of the following:

- After they have completed 6 or more semester hours per term at their own expense with a minimum semester grade point average of 2.50 (undergraduate) and 3.0 (graduate) per term at Albany State University. Undergraduate students enrolling for fewer than 6 semester hours must earn a minimum semester grade point average of 3.0. Grades will be reviewed at the end of the next evaluation period.
- Students readmitting to the University on a probationary status after an extended break in enrollment (five years or more) financial aid will be reinstated using the same criteria as designated for other probationary students. Satisfactory progress will be considered on the basis of a 2.50 or better semester average for six or more semester hours.
- Accomplishing a successful appeal through the process described below.



Appeal Process

An appeal process is available for students who have extenuating circumstances that account for their lack of academic progress. Appeals must be made in writing to the Financial Aid Committee. Students must complete Financial Aid Appeals Petitions along with supporting documents to indicate the specific reason(s) for failure to complete the minimum percentage of credit hours attempted each academic year, complete the requirements for their degree within a maximum time frame, and/or maintain the minimum grade point average for satisfactory academic progress. The committee will review the statement and supporting documents, as well as past performance and past academic record. Students will be notified in writing of the committee's decision.

Appeals are reviewed for each year prior to fall semester. Petitions for appeals must be received by July 20th of each academic year. Appeals received after the noted deadline will be reviewed at the end of spring term or at the end of the summer term for students taking summer course work. Students that are academically eligible for enrollment and are approved for financial aid through an appeal remain eligible until the next evaluation period.





DEGREE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

Introduction

The Master of Business Administration degree (MBA) program is offered by the College of Business. It is a 36-semester-hour program. The program includes 21 hours of core courses and 15 hours of electives. MBA candidates have the opportunity to acquire the knowledge, skills and leadership capacity to perform effectively in complex and rapidly changing environments. They are able to develop integrated strategies and to respond proactively to business challenges and opportunities. Graduates also learn to integrate functional expertise in seamless organizations and to create effective, pluralistic organizational cultures appropriate to the environment. Such cultures generate the best possible solutions to problems, facilitate the development of truly innovative products and services that allow organizations to compete in global markets, and give every employee the opportunity to contribute their very best and reach their highest potential.

The MBA Mission

The faculty and staff of the College of Business are firmly committed to continuing the educational process for business professionals who seek advancement to higher levels of management or executive leadership. The program's fundamental purpose is to develop professional managers/leaders capable of making valuable contributions to their chosen organizations. Many of our students hold engineering or medical degrees and desire an advanced business degree. The program's primary geographic focus has been individuals located in Southwest Georgia and the Southeastern United States. With distance learning and other technological advances, the program will reach out to business professionals throughout the world.

Philosophy

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

- Understand basic business and managerial functions.
- Develop strategic plans including vision, mission, and long-term objectives.
- Gain working familiarity of functional business disciplines.
- Contribute significantly to the success of the organization.
- Value work-force diversity and demonstrate such commitment through leadership.
- Teach, coach and mentor others to become effective leaders.

Objectives

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

- To develop functional area competence in professional business-related disciplines such as accounting, economics, finance, information systems, management and marketing,
- To provide the broad perspectives needed to effectively manage change in a globally interdependent, highly diverse economy,
- To deliver an integrated, cross-functional program that enables leaders/managers to understand, critically evaluate and contribute to organizational culture, systems and policy,
- To enhance the interpersonal, communication and analytical skills necessary to work effectively in teams and networks, and
- To raise the consciousness of students to recognize and take into account the ethical implications of their actions and to be authentic-true to themselves, others and to society.

Accreditation

Albany State University, through its College of Business, is nationally accredited by and is a member of the Association of Collegiate Business Schools and Programs (ACBSP). The accreditation is for offerings at the graduate level, the Master of Business Administration (MBA) and at the undergraduate level, the Bachelor of Science degrees in accounting, business information systems, management and marketing. In addition, the MBA is included as part of the regional institutional accreditation given to Albany State University by the Southern Association of Colleges and Schools (SACS).

DEGREE PROGRAMS



Physical Facilities and Resources

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

Off-Campus Programs

In order to increase accessibility of working individuals in different areas of Southwest Georgia and to accommodate the needs of organizations within the region, the MBA program is currently being offered at Abraham Baldwin Agricultural College in Tifton and at Fort Valley State University in Fort Valley, GA.

Admission Requirements

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

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

Regular Admission

Regular admission to the MBA degree program is granted to those applicants who meet the above general requirements and have earned a minimum undergraduate grade point average (GPA) of 2.5 on a 4.0 scale and who score a minimum of 450 on the Graduate Management Admission Test (GMAT).

Provisional Admission

Provisional status is granted to those applicants who fail to meet either the GPA requirement of 2.5 or the GMAT requirement of 450 required for regular admission. To be accepted provisionally, the applicant must achieve a minimum score of 900 based on the following formula: $(\text{GPA} \times 200) + \text{GMAT Score} \geq 900$. (The GPA must not be lower than 2.2/4.0.) Applicants admitted to the MBA program on a provisional basis are required to take three MBA graduate level courses in which the candidate must earn a minimum grade of "B" in each course in order to change the candidate's admission status to "regular admission". A grade of less than "B" in any one course will result in termination from the program. MBA courses or other graduate level courses taken prior to being granted provisional status do not count toward fulfilling the requirement of three consecutive graduate level courses with a minimum grade of "B" in each course.

Non-Degree Admission

Applicants who meet the requirement for neither regular nor provisional admission status may enroll in MBA courses for the purpose of preparing for regular admission at a later date. No GMAT score is required but the applicant must have either earned a baccalaureate degree or have senior undergraduate standing with at least a 3.0/4.0 GPA and approval of the Vice President for Academic Affairs. A maximum of only nine semester hours of graduate-level courses earned under this status with a minimum grade of "B" can be transferred to regular admission status. Courses taken in non-degree status can not be counted as part of the nine-hour course requirement under provisional status.

Transient Admission

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

Planned Degree Program

Within the first semester of admission, the student is required to complete a planned degree program of study with the advice and approval of the MBA director. Copies of this plan will be filed with the Graduate School, within the College of Business, and the Records Office. The planned degree program includes eight prerequisite courses, which constitute a common body of knowledge in business and thirty-six semester hours of courses at the graduate level. An application for graduation must be completed at least one semester prior to the anticipated semester of graduation. The original copy of the final degree program is submitted with the application for graduation.

**MBA Prerequisites***

ACCT	2201	Survey of Accounting	(3 hrs)
ECON	2201	Survey of Economics	(3 hrs)
ECON	3205	Economic and Business Statistics	(3 hrs)
FINC	3105	Foundations of Financial Management	(3 hrs)
MGMT	4110	Organizational Behavior or any 4000 Level Management	(3 hrs)
MKTG	3120	Principles of Marketing	(3 hrs)

*Credit by examination (CLEP) is available to students who have acquired college level proficiency through independent study or other life experiences for the MBA.

MBA Core Curriculum (21 Semester-Hours)

ACCT	6101	Accounting Analysis	(3 hrs)
ECON	6106	Economics for Managers	(3 hrs)
FINC	6101	Financial Management	(3 hrs)
MGMT	6108	Quantitative Methods for Managers	(3 hrs)
MGMT	6110	Organizational Behavior	(3 hrs)
MGMT	6199	Business Policy and Strategic Management	(3 hrs)
MKTG	6170	Marketing Management	(3 hrs)

MBA Degree Options**a. General MBA (15 Semester Hours)**

BUSA	6105	International Business and/or	(3 hrs)
MGMT	6205	Management Information Systems	(3 hrs)
		Business Electives	(9 hrs)

b. Water Resources Management and Policy (15 Semester Hours)

WRMP		Electives	(15 hrs)
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TOTAL REQUIRED 36 SEMESTER CREDIT HOURS



OTHER PROGRAM REQUIREMENTS

Academic Standing

The College of Business is committed to offering a high-quality, demanding graduate degree program in Business Administration. A minimum 3.0/4.0 grade point average is required for completion of the MBA. A student who does not maintain a 3.0 GPA will be placed on scholastic warning. The Dean of the Graduate School will issue such a warning. A grade of "D" in any MBA course is unacceptable and the course must be repeated. A grade of "F" in any MBA course is also unacceptable and results in termination from the program.

Scholastic Termination

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

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

Credit Load

The normal MBA course load is from nine to twelve semester credit hours per semester with full-time students taking up to 15 hours. Authorization from the Dean of the College of Business is required for any course(s) above 15 hours. In no case will a student be allowed to enroll in more than 16 semester hours per semester.

Independent Study Course

MBA students in regular admission status can take the BUSA 6100, Independent Study in Business Administration, one time and only after the student has completed 18 graduate semester credit hours of the MBA program. If a grade of "D" is made, it must be taken again and at least a "C" must be earned.

Comprehensive Exam

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

Time Limit for Completion of Degree

The maximum time allowed for the completion of the MBA degree program is six (6) years from admission into the program under either provisional or regular status. Students inducted into military service, or subjected to other circumstances beyond their control, may apply to the Dean of the College of Business for an extension of time.

Transfer and Other Credit

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

- For graduate-level courses, only those in which a grade of "B" or better was earned and which were completed within the six-year time period or six years prior to acceptance into regular admission status, will be authorized.
- For undergraduate-level courses, only those in which a passing grade was earned will be authorized.
- Course work offered for transfer credit must not have been used in fulfillment of another degree.
- Acceptance of transfer credit can not reduce the residency requirement of 27 graduate semester credit hours.
- At the time of application, a petition for transfer credit must be filed with the MBA Director along with a copy of the course description for the institution's academic catalogue.



For information, you may contact one of the following:

Dr. Abiodun Ojemakinde, Dean
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Dr. Michael Rogers, Chair
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Dr. Johnathan Elimimian, MBA Director
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For information about the Water Resources Concentration contact:

Dr. Nancy A. Norton, MBA Water Resources Program Director
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Phone: (229) 430-3862
E-mail: nanorton@asurams.edu

THE MBA FACULTY

- Ansari, Mohammed, Ph.D.**, Simon Fraser University, BC. *Specialty: International Economics*
- Elimimian, Johnathan, Ph.D.**, Clark Atlanta University. *Specialty: Business Administration and Research Methods*
- Jahmani, Yousef, Ph.D.**, University of Birmingham, UK. *Specialty: Accounting and Finance*
- Li, Bingguang, Ph.D.**, University of Nebraska. *Specialty: Operations Management and Management Information Systems*
- Monds, Kathaleena E. Ph.D.**, Wayne State University. *Specialty: Industrial Technology*
- Norton, Nancy, Ph.D.**, West Virginia University. *Specialty: Agricultural and Natural Resource Economics*
- Norton, Virgil, Ph.D.**, Oregon State University. *Specialty: Agricultural and Natural Resource Economics*
- Okpara, Rosa, Ph. D.**, Georgia State University. *Specialties: Management and Marketing*
- Oladunjoye, Ganiyu T., Ph.D.**, Bowling Green University. *Specialty: Education Administration and Supervision*
- Rogers, Michael, Ph. D.**, University of Tennessee. *Specialties: Labor and Manpower, Economics and Human Resource Management*
- Snyder, Don, Ph. D.**, Texas A & M University. *Specialty: Marketing*
- Wang, Chiou-Pirng, Ph. D.**, Texas Tech University. *Specialty: Management Information Systems*

COURSE DESCRIPTIONS

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

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

ACCT 6102 – Managerial/Cost Accounting II 3(3-0)

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

ACCT 6106 – Tax Research 3(3-0)

A course designed to apply the concepts learned in Tax Accounting I. Library research and case analysis are used to develop a deeper understanding of income tax applications. *Prerequisite ACCT 4121*

ACCT 6107 – Accounting Theory 3(3-0)

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

**ACCT 6108 — International Accounting 3(3-0)**

A study of the international dimension of accounting as it relates to the multinational corporation and the international environment. *Prerequisite: ACCT 2102*

ACCT 6112 — Advanced Auditing I 3(3-0)

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

ACCT 6122 — Tax Accounting II 3(3-0)

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

ACCT 6131 — Advanced Accounting I 3(3-0)

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

ACCT 6132 — Advanced Accounting II 3(3-0)

Financial accounting and reporting related to business combinations and consolidations and for foreign operations. *Prerequisite ACCT 3103*

ACCT 6141 — Municipal Accounting 3(3-0)

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

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

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

BUSA 6100 — Independent Study in Business Administration 3(3-0)

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

BUSA 6105 — International Business 3(3-0)

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

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

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

ECON 6106 — Economics for Managers 3(3-0)

This course is an overview of basic economic theory applied to modern business decision-making. It will cover major macroeconomic and microeconomic concepts that are important to managers working within the American economy. The course is designed to develop students' understanding of how to efficiently achieve the goals of the firm and their ability to recognize how economic forces affect the organization.

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

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


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

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

FINC 6101 — Financial Management 3(3-0)

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

FINC 6102 — Cases in Financial Management 3(3-0)

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

FINC 6103 — Investment Analysis 3(3-0)

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

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

This course will provide an in-depth study of capital markets in instruments, structure, and equilibrium and familiarize the students as managers with a changing international scene. The use of foreign exchange markets, interest rate, risk, arbitrage, spot and forward rates, swaps and their applicability to hedging will be introduced. *Prerequisites: ACCT 2102 and ECON 3145*

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

This is an in-depth study of the different types of financial intermediaries. Students will gain insights into the importance of the dual role played by these institutions, learn the procedures and operations in which they participate, and be able to identify the characteristics of the financial assets intermediaries manage in their portfolios. *Prerequisites: FINC 3105*

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

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

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

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

MGMT 6107 — Operations Management 3(3-0)

An introduction to the concepts, principles, problems and practice of operations management. Emphasis on managerial processes for achieving effective operations strategy in both goods-producing and service-rendering organizations. Topics include operations strategy formulation, operating technology, quality management, capacity planning, forecasting, production planning, inventory control and project management.

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

This course covers major business quantitative methods for business decision-making and operations management. Topics to be explored include Decision Theory and Decision Trees, Inventory Control Models, Linear Programming, Project Management, Quality Control, Queuing Theory, simulation Modeling, and Forecasting. Computer will be utilized to implement most applied concepts for data analysis.

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

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



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

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

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

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

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

This course can be taken only after completion of at least 27 hours of MBA courses. The purpose of the course is to give the student an opportunity to develop and appreciate skills and perspectives, capabilities needed by higher-level leaders and managers in all types of organizations. Emphasis is given to the integration of subject matter from all business courses and other disciplines in formulating, implementing and evaluating cross-functional decisions that enable the organization to achieve its goals and objectives. Comprehensive analysis of organizations in a wide variety of situations is conducted. This is the capstone MBA course.

MGMT 6205 — Management Information Systems 3(3-0)

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

MGMT 6206 — Database Management Systems 3(3-0)

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

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

This course covers all the major phases of a complete systems development life cycle (SDLC), business modeling techniques such as entity-relationship diagramming, data flow diagramming, and the use of Integrated Computer-Aided Software Engineering (I-CASE) tools to support systems development. Optional topics may include forms and reports development using rapid application development (RAD) tools, client/server development, and web based systems deployment. *Prerequisite: MGMT 4206*

MKTG 6150 —Marketing of Services 3(3-0)

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

MKTG 6170 — Marketing Management 3(3-0)

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

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

This course is designed to introduce the social scientist to concepts basic to hydrology and irrigation. Fundamental characteristics of aquifers - tributary and non-tributary - are discussed along with their relevance for policy issues. Irrigation techniques and water use efficiency are discussed.



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

This course provides an overview of the theoretical principles, public policy instruments, and current practice involved in applying economic theory and models to problems associated with the management and conservation of natural and environmental systems.

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

The course introduces the tools and concepts required for conducting benefit/cost analyses of actions that affect natural resources and the environment, as well as economic activity in regional economies. Attention is devoted primarily to economic and measurement tools relevant for such analyses, including techniques and methods for measuring market and non-market costs and benefits.

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

This course is designed to introduce students without a background in law to basic legal concepts that are of critical importance for the design and implementation of water policies. Included will be a review of all major court decisions concerning equitable apportionment and their relevance for contemporary water policy.

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

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

WRMP 6421 — Water Resources Management and Policy Professional Project 3(3-0)

This practicum includes a final professional project in which the students designs, conducts, analyzes and reports on a particular water related problem. The student defends his/her project in a public forum.

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Introduction

The M.S. degree program in Criminal Justice offered by the Albany State University Criminal Justice Institute is designed to prepare students for professional careers within the criminal justice system. Theoretical, methodological and philosophical understanding of the criminal justice system is stressed during the matriculation process. As a result, students are well prepared for careers in criminal justice. Those seeking advanced graduate education beyond the Master's degree level will be able to compete successfully with graduates from other schools and disciplines. The Master of Science in Criminal Justice program requires a minimum of 36 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.

Philosophy

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

Objectives

1. To prepare students for professional careers within the criminal justice system;
2. To provide students with an understanding of the theoretical and philosophical principles of law enforcement and punishment;



3. To provide students with knowledge of the methods, application and implications of criminal justice research; and
4. To provide students with the necessary skills for the efficient and effective management of criminal justice organizations and agencies.

Facility

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

Admission Requirements

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

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

Program of Study/Curriculum

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

<i>Core Courses</i>		Hours
CRJU 5100	Foundations of Criminal Justice	3
CRJU 5200	Fundamentals of Law	3
CRJU 5300	Philosophy of Criminal Justice	3
CRJU 5400	Organization and Administration of Criminal Justice System	3
CRJU 5600	Research Methodology in Criminal Justice	3
CRJU 5610	Research Statistics in Criminal Justice	3
Total	18

Specialty Areas

In addition to core courses, students must complete nine semester hours in one of the four specialty areas: corrections, forensic sciences, law enforcement and public administration. Course work that is six years or older cannot be applied to the Master of Science in Criminal Justice.

Corrections Specialty

The correctional emphasis focuses on the philosophical purpose and meaning of corrections to the system and community-based treatment programs. The underlying thrust of this concentration is to impart theoretical and applied knowledge on the organizational, legal, and social aspects of contemporary correctional agencies. Specialization in corrections will prepare students for careers as parole officers, corrections supervisors, prison administrators, and effective case workers in community-based treatment programs.

Corrections Courses and Hours

<i>Courses</i>		Hours
CRJU 6400	Foundations of Corrections	3
CRJU 6410	Administration of Psychological Tests	3

DEGREE PROGRAMS



CRJU 6420	Interviewing and Counseling	3
CRJU 6430	Rehabilitation and Treatment	3
CRJU 6440	Management of Correctional Institutions	3
Total hours in any combination		9

Forensic Science Speciality

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

Forensic Science Courses: (any 9 hours)

Courses	Hours
FOSC 6001 Survey of Advanced Forensic Science (required)	3
FOSC 6008 Advanced DNA Technology	3
FOSC 6009 Advanced Toxicology	3
FOSC 6012 Advanced Trace and Transferring Evidence	3
FOSC 7000 Advanced Ballistic and Associated Technologies	3
Total hours in any combination	9

Law Enforcement Speciality

A concentration in law enforcement will enable students to comprehend the organizational workings of police agencies, how various theories are translated into these agencies, and how the organization interfaces with other units of the criminal justice system. An emphasis on leadership, planning and the broader management function is the hallmark of this concentration.

Law Enforcement Courses

Courses	Hours
CRJU 6100 Policing in a Democratic Society	3
CRJU 6110 The Social Service Role of Criminal Justice Personnel	3
CRJU 6120 Law Enforcement Operations	3
CRJU 6200 Management Science	3
CRJU 6210 Law Enforcement Planning	3
Total hours in any combination	9

Public Administration Speciality

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



Public Administration courses (9 hours required)

Courses	Hours
PADM 5011 Public Administration: Scope, Development and Ethical Environment	3
PADM 5301 Introduction to Public Budgeting	3
An Elective in Public Administration (Choose 3 hrs. From)	3
PADM 5261 Public Personnel Administration	3
PADM 5781 Introduction to Public Policy	3
Total hours in any combination	9

Thesis Option Credit

<i>Thesis Credit</i>	Hours
CRJU 7001 Thesis Seminar	3
CRJU 7002 Thesis	3
Total hours	6

or

Non-Thesis Option Credit: (any 9 hours)

	Hours
CRJU 7003 Technology and Criminal Justice	3
CRJU 7004 Criminal Justice Program Evaluation	3
PADM 5823 Public Program Evaluation	3
PADM 6011 Computer Applications for Public Administration	3
MGMT 6205 Management Information Systems	3

Graduation Requirements

Core Courses	18 hrs
Courses in Concentration	9 hrs
Criminal Justice electives	3 hrs
Thesis/Non-Thesis Option	6 hrs/9 hrs
Total Required Hours	36/39 hrs.

Transfer of Credit

Transfer students from other accredited graduate programs may not apply more than 6 hours of criminal justice course work toward the Master of Science degree, provided such credits were taken at the graduate level and were completed with a minimum grade point average of 3.0. The maximum number of credits that are transferable will apply only toward elective or specialty courses offered by the Institute. Transfer credits may not be used to satisfy the core requirements.

Transient Students

Transient enrollment status is provided to those persons currently enrolled in a graduate degree program at another institution and who are interested in enrolling for only one semester 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.

Financial Assistance

Acceptance into the graduate program does not presume that financial assistance will be awarded. The Institute of Criminal Justice has teaching/research assistantships that are awarded on a competitive basis. In addition, there are several sources of financial assistance within the University that students should seek. Students seeking financial assistance should file their completed applications with the Office of Financial Aid, the Graduate School, and the Criminal Justice Department.



For Additional Information, contact

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THE FACULTY

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

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

Thomas J. Perry, Ph.D., Walden University. *Specialties: Law Enforcement and Police Administration*

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

Donald Yates, Ph.D., University of Texas at Tyler. *Specialties: Criminology, Law Enforcement and Community Policing*

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

COURSE DESCRIPTIONS

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

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

CRJU 5200 — Fundamentals of Law 3(3-0)

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

CRJU 5300 — Philosophy of Criminal Justice 3(3-0)

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

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

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

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

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

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

An examination of scale construction, descriptive and inferential statistics

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

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

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

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

DEGREE PROGRAMS



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

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

CRJU 6200 — Management Science 3(3-0)

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

CRJU 6210 — Law Enforcement Planning 3(3-0)

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

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

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

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

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

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

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

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

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

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

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

CRJU 7001 — Thesis Seminar 3(3-0)

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

CRJU 7002 — Thesis 3(3-0)

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

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

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



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

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

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

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

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

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

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

This course is an extension of a previous course (FOSC 4010.01) to include advanced technologies for DNA identification. It contains current theories and practices of DNA polymorphism, RFLP, polymerase chain reaction and DNA sequencing. The course begins with the conventional knowledge as well as practices of the chemistry and physical properties of DNA. Both the structures and functions of DNA are inclusive. The current use of DNA technology in court has reached such a degree of sophistication that the conventional biochemical knowledge of DNA must be recultivated in the forensic setting. Laboratory report is required for credit.

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

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

FOSC 6012— Advanced Trace and Transfer Evidence /Forensic Electron Microscopy (w/lab) 3(2-2)

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

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

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

MASTER OF PUBLIC ADMINISTRATION

Introduction

The Master of Public Administration degree program (MPA) is a graduate professional degree program offered by the Department of History, Political Science and Public Administration that helps students prepare for careers in public service for the 21st Century. The program requires a total of 36 semester hours, with a minimum of 21 hours of Public Administration Core courses. There are six 9-hour concentrations: Community and Economic Development Administration, Criminal Justice Administration, General Administration, Health Administration and Policy, Human Resources Management, and Public Policy. The Water Resources Management and Policy concentration consists of 12 semester hours.

The goal of the program is to provide quality education that trains people to work in government and nonprofit management at



the community, state and federal levels.

The program also conducts research and renders technical assistance to community groups and agencies as a means of providing a vital link between the institution, the program and the community.

Education Philosophy

Albany State University's Master of Public Administration (MPA) Program intertwines theory and practice, which emphasizes the ideals of performance, accountability, professionalism and ethical public service. In today's ever-changing and challenging work environment, perhaps nothing is more vital than equipping individuals with functional tools for contemporary public service careers.

We believe that individuals must be tooled and/or retooled with the requisite skills in order to be high performers in a fast paced evolving society. Therefore, students are exposed to and are involved in analyzing the "real-life" issues faced by public administrators. Designated as a regional university for southwest Georgia, Albany State University and its MPA program fulfill its role as a catalyst for change in the region. Through teaching, research, creative expression and service, the program seeks to promote the growth and development of southwest Georgia, the state and the nation. The MPA program is a major entity of Albany State University. The program prepares students primarily for careers in government, non-profit, public organizations and the private sector.

Mission

The Master of Public Administration degree program seeks to educate preservice and in-service students for professional leadership and managerial positions in public agencies, nonprofit organizations, and the private sector. The program is also designed to enable its graduates to pursue further graduate study or teach. The MPA degree will strengthen students' ability to think critically, to utilize analytical skills, draw on information technology and develop an awareness of professional ethics. Thus, the goals of Albany State University's Master of Public Administration program are:

- To provide a professional Master's level education for students aspiring to management positions in government, nonprofit organizations, and private industry.
- To provide professional assistance to the public, governments, and nonprofit organizations in southwest Georgia, Dougherty County and the surrounding communities through the public service of the faculty and students
- To increase the number of underrepresented groups with professional public administration skills, training and education for leadership positions.

Accreditation

The MPA degree program is established and structured according to the National Association of Schools of Public Affairs and Administration (NASPAA) guidelines and is a member of this organization. The program is a part of the general institutional accreditation given to the Albany State University by the Southern Association of Colleges and Schools (SACS).

Off-Campus Programs

The MPA degree program stands ready to provide course offerings wherever there is a need. Our faculty can meet such needs and still maintain the integrity of the program. The program may also offer on-line courses when it is practical.

Admission Requirements

An applicant for the Master of Public Administration degree must meet the requirements for admission to the Albany State University Graduate School. Listed below are those requirements.

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 cumulative grade point average (on a 4.0 point scale) for course work completed at the undergraduate level is required for regular admission. A cumulative grade point average of 2.5 is required for provisional admission.
3. A satisfactory score on either the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT) or the Miller Analogies Test (MAT). For regular admission a combined score of 800 on the verbal and quantitative sections of the GRE, a score of 44 on the MAT, or 450 on the GMAT is required. For provisional admission a combined score of 700 on the verbal and quantitative sections of the GRE, 27 on the MAT or 360 on the GMAT is required.
4. Two official transcripts sent from all colleges and universities attended.
5. Two current letters of recommendation from individuals familiar with the applicant's ability to successfully complete the



graduate program.

6. Submission of a completed graduate admissions application with a \$20 processing fee.
7. International students must take the TOEFL and meet other criteria established by the Georgia Board of Regents of the University System of Georgia.

All documents, including test scores, must be received in the Graduate Admissions Office at least 45 days prior to the desired semester of enrollment. Prospective applicants should contact the graduate recruitment and admissions officer in the Graduate School for more information.

Undergraduate Prerequisites

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

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

Students who are deficient in these MPA prerequisites are expected to enroll as either non-degree or provisional students while making up their deficiencies. They will not be allowed to take regular graduate coursework until all prerequisites have been met.

The Curriculum

The requirements for the Master of Public Administration degree are:

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

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

A. The Public Administration Core Courses

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

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

*Prerequisite for PADM 5502

** For WRMP students only, PADM 5905 can be substituted with PADM 5500

B. Additional Required Courses (or equivalent)

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



C. Areas of Concentration

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

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

General Administration

This concentration involves a study of management and supervision procedures used by organizations to motivate and maintain the internal labor force. Topics for discussion include wage and salary administration, training and development, safety management, performance control and internal communication. A student wishing to specialize in this area will complete nine semester hours. Course work requirements for this concentration are:

- PADM 5823 Program Development, Management and Evaluation 3 hrs.
and two courses from the following:
- PADM 5200 The Administrative State 3 hrs.
- PADM 5202 The Administrative Law 3 hrs.
- PADM 5650 Executive Leadership: Principles of Public Administration 3 hrs.
- PADM 5810 Intergovernmental Relations 3 hrs.

Human Resources Management

This specialization is structured for students seeking management careers in public organizations at all administrative levels. In-service students seeking career advancement benefit greatly from this specialization. Others who desire the acquisition of tomorrow's management skills are encouraged to enroll in this area. A student seeking specialization in this area will take 9 semester hours of coursework. Coursework requirements for this concentration area are:

- PADM 5212 Legal Aspects of Public Personnel Administration 3 hrs.
- PADM 5450 Collective Bargaining and Labor Relations 3 hrs.
- PADM 5551 Diversity Management in Public Organizations 3 hrs.
- PADM 5600 Issues in Human Resources Management 3 hrs.
- PADM 5615 Human Capital Development: Theory and Practice 3 hrs.

Public Policy

The Public Policy concentration calls for analysis of and conduct of research on political, legal, economic and social institutions and processes. This concentration provides an in-depth preparation for a student seeking a career at any level or unit of government. It has a research component for those interested in engaging in significant public policy research. This concentration requires nine semester hours to be selected from the list of courses below:

- PADM 5511 Directed Independent Policy Studies 3 hrs.
- PADM 5802 Public Policy Analysis 3 hrs.
- PADM 5810 Intergovernmental Relations 3 hrs.
- PADM 5815 International and Comparative Public Policy 3 hrs.
- PADM 5872 Executive Policy Making 3 hrs.

Health Administration and Policy

This specialization is designed for students seeking management careers in the health field. In-service students seeking career advancement also benefit greatly from this specialization. In this era of shifting emphasis where health and related issues dominate public policy debates and discussions, students who desire the acquisition of tomorrow's management and policy making tools in the



health field are strongly encouraged to enroll in this concentration. A student desiring to specialize in this area must select nine semester hours from the following:

PADM 5321	Foundations of Health Care Finance	3 hrs.
PADM 5322	Foundations of Public Health Administration and Management	3 hrs.
PADM 5324	Epidemiology: Concepts and Methods	3 hrs.
PADM 5791	Health Care Policy and Politics	3 hrs.
PADM 5852	Health Care Delivery for Specialized Groups	3 hrs.

Community and Economic Development Administration

This specialization is designed for persons pursuing careers in the field of community and economic development. Pre-service students will benefit greatly from internships available in this area for students to get hands-on experiences while they learn. A student desiring to specialize in this area will take nine semester hours from the following courses:

PADM 5300	Administration of Nonprofit Organizations	3 hrs.
PADM 5635	Introduction to Community and Economic Development*	3 hrs.
PADM 5831	Urban & Rural Community Planning*	3 hrs.
PADM 5850	Community Development: Theory and Practice	3 hrs.
PADM 5860	Economic Development: Theory and Practice	3 hrs.

*Required

Criminal Justice Administration

This concentration represents an interdisciplinary collaboration between the Department of Criminal Justice and the Department of History, Political Science and Public Administration. It is expected to provide additional career options for students in both programs. A student wishing to specialize in this concentration will complete nine semester hours. Course work requirements for this area are listed below:

CRJU 5100	Foundations of Criminal Justice**	3 hrs.
CRJU 5300	Philosophy of Criminal Justice**	3 hrs.
and an elective selected from the following:		
CRJU 6110	The Social Service Role of Law Enforcement Personnel	3 hrs.
CRJU 6400	Foundation of Corrections	3 hrs.
CRJU 6434	Rehabilitation and Treatment	3 hrs.

*(See pages 41-43 for course descriptions for the CRJU concentration)

**Required

Water Resources Management and Policy*

The Water Resources Management and Policy concentration represents a collaboration between the College of Business, MBA program and the Department of History, Political Science and Public Administration, MPA program. This concentration is expected to prepare students for professional work in water resources or in public or private organizations that are concerned with efficient, effective and environmental conscious utilization of water resources. A student wishing to concentrate in this area will complete twelve (12) semester hours of course work. Course work requirements for this concentration are:

WRMP 6400	Hydrological and Irrigation Fundamentals	3 hrs.
WRMP 6405	Environmental and Natural Resource Policy	3 hrs.
WRMP 6410	Natural Resource Management and Planning	3 hrs.
WRMP 6415	Water Law and Legislation	3 hrs.
WRMP 6420	Water Resources Policy Field Project**	
WRMP 6421	Water Resources Management and Policy Professional Project**	



*(See pages 36-37 for course descriptions for the WRMP concentration)

** Required field projects (no credits; but students in the MPA program may complete their field or professional project as part of PADM 5905 – Capstone Research)

Other Electives

- PADM 5530 Independent Study in Public Administration 3 hrs.
- PADM 5710 Grantsmanship for Public Administration 3 hrs.
- PADM 5720 Contemporary Issues in Public Administration* 3 hrs.

* Required for WRMP Students

A certificate in Water Resources Management and Policy is planned for students who have already completed a graduate degree. The certificate will be issued through Albany State University's continuing education program. Courses taken toward a certificate cannot be subsequently used toward a degree. Inquiries about the certificate program may be made to the Graduate School.

Other Program Requirements/Additional Information

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

Internship/Directed Study (3 Semester Hours) - This is an individually designed course involving field experience and work in a government or nonprofit public service agency. It is designed to give pre-service students work experience in a substantive area of public service. In-service students already employed in public service agencies may meet this obligation by taking either PADM 5530 Independent Study in Public Administration or PADM 5511 Directed Independent Policy Studies.

MPA Professional Portfolio - Each student is expected to complete a professional portfolio. The professional MPA portfolio consists of materials representative of one's work, accomplishments, demonstrations of abilities and skills in the following six professional development areas which are important to public service:

1. Academic performance and course integration
2. Leadership skills
3. Application--the ability to apply knowledge to the professional field
4. Ethics and professional standards
5. Public service
6. Professional growth and continuing education

The portfolio will be planned and reviewed through the following courses:

- PADM 5011 Public Administration: Scope, Development and Ethical Environment
- PADM 5851 Professional Public Service Internship/Project

Capstone Research Project

The evaluation of the research paper/project consists of three components: (1) a grade for the written portion (2) a grade for the 15-20 minute oral presentation for the capstone paper and (3) oral examination which will cover the MPA core courses related to the research subject matter. Students will be evaluated by a three-member committee. The individual selected as the FIRST READER will be the faculty member who has a background in the subject matter. The student may select a second reader from the MPA faculty and the third reader will be a practitioner from the public or non-profit sector whose work is related to the student's research. For the Water Resources Management students, the FIRST READER may be selected from the Water Resources Management faculty. The second reader will be a MPA faculty member and the third reader can be a practitioner in the water policy field.

Important!!! Students are to select their committee before mid-term of the semester prior to the semester he/she expects to enroll in Capstone Research.

DEGREE PROGRAMS



THE MPA FACULTY

Veronica Adams-Cooper is an Assistant Professor of Public Administration. She holds a B.A. (Summa Cum Laude) in Psychology, B.A. in Sociology (Summa Cum Laude), M.S. in Criminal Justice from Grambling State University and Ph.D. in Public Administration from Jackson State University (MS).

Specialization: Urban Management, Program Management, Community and Economic Development, Research Methods, Program Evaluation, Criminal Justice, Public Policy Analysis and Quantitative Analysis.

Hyacinth Ezeamii is an Assistant Professor of Public Administration. He holds a B.S. in Accounting from Shaw University and an MPA degree in Public Financial Management, and an Ed.D. in Higher Educational Policy and Administration from North Carolina State University.

Specialization: Public Finance and Budgeting, Public and Higher Educational Policy, Health Care Policy and Finance, Politics of Higher Education, Comparative Public Administration, Comparative Higher Education and American Post-secondary Accreditation.

Rita Henry-Brown is an Associate Professor of Public Administration and Coordinator of the MPA program. She holds a B.A. in Sociology from Tougaloo College, MPA from Iowa State University and a Ph.D. in Public Administration from Mississippi State University.

Specialization: Human Resources Management, Organizational Behavior, Organizational Theory and Design, Public Policy and Evaluation and Research Methods.

Peter A. Ngwafu is an Assistant Professor of Public Administration. He holds a B.A. (Honors) in History from Yaounde University and Illinois State University, a MPA degree from Atlanta University and a Ph.D. in Political Science from Clark Atlanta University.

Specialization: Public Policy, General Administration, Organizational Behavior, and Public Personnel Administration.

Michael E. Orok holds a B.A. (Cum Laude) in Political Science from Central State University (Ohio), a M.A. in Public Administration from Central Michigan University, and a Ph.D. in Political Science from Atlanta University. He is Professor of Public Administration and Chair of the Department of History, Political Science and Public Administration.

Specialization: Organizational Theory, Public Budgeting and Finance, Human Resources Management, Public Policy, Ethics, Theory and Methodology, Comparative Government, International Relations and Organizational and Administrative Behavior.

Teresa Merriweather-Orok holds a B.A. in Communications and Speech from Lane College, a MPA degree from Atlanta University, a M.S. in Urban Studies from Georgia State University and a Ph.D. in Public Administration from the Union Institute and University, Graduate School. She is an Associate Professor of Public Administration and Associate Vice President for Institutional Research and Planning and Outreach.

Specializations: Economic and Community Development, Urban Administration/Policy, Human Resources Management and General Administration.

The MPA program occasionally employs adjunct faculty members who are practitioners with extensive experience in public and non-profit management.

DEGREE PROGRAMS

COURSE DESCRIPTIONS

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

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

PADM 5125 — Organizational Theory 3(3-0)

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



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

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

PADM 5202 — Administrative Law 3(3-0)

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

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

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

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

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

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

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

PADM 5301 — Public Budgeting 3(3-0)

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

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

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

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

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

PADM 5324 — Epidemiology 3(3-0)

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

PADM 5350 — Non-Profits and Public Agency Accounting and Control Techniques 3(3-0)

A case format is used to develop familiarity with accounting and control techniques used in accounting systems of public and non-profit agencies.

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

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

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

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


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

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

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

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

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

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

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

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

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

The course examines issues in managing public human resources.

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

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

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

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

PADM 5650 — Executive Leadership: Principles of Public Administration 3(3-0)

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

PADM 5710 — Grantsmanship for Public Administration 3(3-0)

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

PADM 5720 — Contemporary Issues in Public Administration 3(3-0)

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

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

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



- PADM 5791 — Health Policy and Politics 3(3-0)**
This course deals with contemporary health care policies and politics. The course includes discussions of the current crisis in health costs and proposed solutions. A Health Administration and Policy concentration requirement. An MPA elective.
- PADM 5802 — Public Policy Analysis 3(3-0)**
The course focuses on the forces that shape the direction of public policy and the mechanics through which public policy is formulated.
- PADM 5810 — Intergovernmental Relations 3(3-0)**
Emphasizes the issues and problems involved in the relationships among federal, state, and local governments.
- PADM 5815 — International and Comparative Public Policy 3(3-0)**
This course introduces students to the comparative study of public policy and political institutions and acquaints them with a select number of foreign political systems.
- PADM 5823 — Program Development, Management & Evaluation 3(3-0)**
A study of basic methods used to evaluate programs and policies including an examination of the impact which selected policies have had on intended target populations.
- PADM 5831 — Urban and Rural Community Planning 3(3-0)**
This course is a survey of the principles and practices of public planning for the development and management of human, economic, and physical resources of communities. Reviews planning systems at various levels and their interrelationships.
- PADM 5841 — Health Care Delivery Organization 3(3-0)**
In this course, the student applies organization theory to health care delivery institutions.
- PADM 5850 — Community Development Theory and Practice 3(3-0)**
This course explores principles and techniques of local community development. It explores theories of local community development, addresses neighborhoods needs and impacts of local policies and programs.
- PADM 5851 — Professional Public Service Internship Project 3(3-0)**
This practicum includes a final professional project in which the student will design, conduct, analyze and report on a project completed during his/her professional service internship.
- PADM 5852 — Health Care Delivery for Specialized Groups 3(3-0)**
This course is designed to provide the students with an understanding of contemporary issues in health care delivery. Emphasis will be placed on the health needs of low income American families, the elderly, disabled, minorities, children and other medically underserved populations. A requirement for persons with the Health Administration and Policy concentration.
- PADM 5860 — Economic Development Theory and Practice 3(3-0)**
It explores theories of local economic development and addresses the dilemmas contemporary communities face.
- PADM 5872 — Executive Policy Making 3(3-0)**
Focuses on the institutional mechanisms and processes of policy formulation at the presidential level.
- PADM 5882 — Technology and Public Policy 3(3-0)**
This course investigates the reciprocal influences of government, sciences and technology.



PADM 5905 — Capstone Research (Exit Process) 3(3-0)

An in-depth individualized study of a particular problem in contemporary public administration. To be completed, presented orally and defended during the last semester of enrollment in the MPA program as a requirement for graduation.

**MANAGEMENT COURSES ACCEPTED AS SUBSTITUTIONS
IN THE MPA PROGRAM**

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

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

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

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

MASTER OF SCIENCE IN NURSING

Introduction

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

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

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

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

1. Critically analyze health care data in order to promote optimal health 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 the chosen functional role: family nurse practitioner, clinical specialist, nurse administrator or nurse educator.
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

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

1. A baccalaureate degree in nursing.



2. An undergraduate grade point average of 3.0.
3. A current RN license to practice in Georgia.
4. A personal interview with the Coordinator of the Graduate Nursing Program.
5. A Graduate Record Examination (GRE) score of 800 or better, or a Miller Analogies Test (MAT) score of 44 or better.
6. Two letters of reference regarding professional accomplishments and academic potential.
7. Proof of current professional malpractice insurance.
8. Completed prerequisite undergraduate courses in statistics, pathophysiology, nursing research and health assessment.

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

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

In addition, the FNP applicant must interview for admission to the FNP Program (to be arranged upon fulfillment of above requirements).

Regular Admission

For regular admission, the applicant must meet all admission requirements described above.

Provisional Admission

Applicants who do not fully meet the requirements for regular admission may be considered for provisional admission. The Graduate Nursing Admission Committee will evaluate each applicant on an individual basis. In some instances, the applicant may be required to fulfill prerequisites prior to consideration of this status. An applicant admitted to provisional status is limited to nine (9) semester hours and must make a "B" or better in each course attempted. An applicant who attains less than a 3.0 cumulative GPA will be withdrawn from the program. The applicant will be admitted to regular graduate status if he/she achieves a "B" or higher in each course taken in provisional status.

Non-degree Admission

This category is provided to accommodate the applicant who has the potential for graduate study, but at the time of the application does not intend to seek a graduate degree; or for the applicant who wishes to take a specific course for personal enrichment or job-related requirements. A student is admitted to this status at the option of the Department of Nursing on a space available basis. A student seeking regular graduate admission status is given preference when the number of applicants to be admitted is limited.

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

1. The student has a cumulative 3.0 grade point average.
2. The Vice-President for Academic Affairs approves the academic department's recommendation for the student to enroll in graduate courses.
3. The student limits his/her graduate enrollment to a total of nine semester hours of study. No more than six semester hours of graduate credits may be undertaken in a given semester.
4. During the semester in which graduate enrollment is allowed, the student's registration is limited to a total of nine semester hours (combined graduate and/or undergraduate hours.)

An undergraduate student from another institution may not be admitted to graduate nursing courses at Albany State University. Admission to non-degree status does not warrant or secure admission to the Graduate Nursing Program.

Planned Program of Study

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



Curriculum

The Family Nurse Practitioner curriculum consists of a minimum of 44 semester hours. The curriculum for the clinical nurse specialist, nurse administrator and nurse educator areas of concentration consists of a minimum of 36 semester hours.

I. Family Nurse Practitioner:

Vulnerable Communities (minimum of 44 hours)

NURS 5100	Advanced Health Assessment	3 hrs.
NURS 5110	Nursing Roles and Theory Development	3 hrs.
NURS 5120	Advanced Nursing Research	3 hrs.
NURS 5210	Advanced Physiopsychopathology	3 hrs.
NURS 5220	Family Diversity in Vulnerable Communities	2 hrs.
NURS 5410	Introduction to Family Primary Care	4 hrs.
NURS 5421	Primary Care of Children	5 hrs.
NURS 5910	Pharmacology in Advanced Nursing Practice	3 hrs.
NURS 6101	Primary Care of Women	4 hrs.
NURS 6211	Primary Care of Adults	5 hrs.
NURS 6310	Primary Care Issues in Health Promotion of Communities	2 hrs.
NURS 6820	Family Nurse Practitioner Practicum	4 hrs.
NURS 6920	Thesis/Scholarly Project	3 hrs.

Elective Options:

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

II. Clinical Nurse Specialist: Community Health and Parent-Child Health (minimum of 36 hours)

NURS 5100	Advanced Health Assessment	3 hrs.
NURS 5110	Nursing Roles and Theory Development	3 hrs.
NURS 5120	Advanced Nursing Research	3 hrs.
NURS 5210	Advanced Physiopsychopathology	3 hrs.
NURS 5220	Family Diversity in Vulnerable Communities	2 hrs.
NURS 5310	Family and Community Health	3 hrs.
NURS 5610	Principles of Epidemiology in Advanced Practice	3 hrs.
NURS 5621	Advanced Practice Nursing I	5 hrs.
NURS 5910	Pharmacology in Advanced Nursing Practice	3 hrs.
NURS 6110	Methods in Advanced Practice Nursing	3 hrs.
NURS 6622	Advanced Practice Nursing II	5 hrs.
NURS 6720	Advanced Practice Nursing Practicum	3 hrs.
NURS 6920	Thesis/Scholarly Project	3 hrs.



DEGREE PROGRAMS

Elective Options:

NURS 6000	Directed Study	Variable hrs.
NURS 6001	Instructional Strategies and Evaluation 3	3 hrs.

III. Nurse Administrator (minimum of 36 hours)

NURS 5110	Nursing Roles and Theory Development	3 hrs.
NURS 5120	Advanced Nursing Research	3 hrs.
NURS 5220	Family Diversity in Vulnerable Communities	2 hrs.
NURS 5310	Family and Community Health	3 hrs.
NURS 5710	Foundations with Nursing Administration	4 hrs.
NURS 5810	Human Resources Management in Health Care Organizations	3 hrs.
NURS 6110	Methods in Advanced Practice Nursing	3 hrs.
NURS 6410	Financial Management	3 hrs.
NURS 6510	Health Care Policy	3 hrs.
NURS 6610	Public Policy	3 hrs.
NURS 6720	Advanced Practice Nursing Practicum	3 hrs.
NURS 6920	Thesis/Scholarly Project	3 hrs.

Elective Options

NURS 6000	Directed Study	Variable hrs.
NURS 6001	Instructional Strategies and Evaluation	3 hrs.
MGMT 6110	Organizational Behavior and Effectiveness	3 hrs.

IV. Nurse Educator (minimum of 36 hours)

NURS 5110	Nursing Roles and Theory Development	3 hrs.
NURS 5120	Advanced Nursing Research	3 hrs.
NURS 5210	Advanced Physiopsychopathology	3 hrs.
NURS 5220	Family Diversity in Vulnerable Communities	2 hrs.
EDUC 5509	Philosophy of Education	3 hrs.
NURS 5621	Advanced Practice Nursing I	5 hrs.
NURS 5950	Curriculum Development in Nursing	3 hrs.
NURS 6001	Instructional Strategies and Evaluation	3 hrs.
NURS 6110	Methods in Advanced Practice Nursing	3 hrs.
NURS 6620	Advanced Teaching Practicum	5 hrs.
NURS 6622	Advanced Practice Nursing II	5 hrs.
NURS 6920	Thesis/Scholarly Project	3 hrs.

Elective Options

NURS 6000	Directed Study	Variable hrs.
NURS 5320	Health Care Policy	3 hrs.

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



V. Clinical Nurse Specialist - Mental Health (minimum of 36 hours)

NURS 5100	Advanced Health Assessment	3 hrs.
NURS 5110	Nursing Roles and Theory Development	3 hrs.
NURS 5120	Advanced Nursing Research	3 hrs.
NURS 5210	Advanced Psychopathology	3 hrs.
NURS 5220	Family Diversity in Vulnerable Communities	2 hrs.
NURS 5621	Advanced Practice Nursing I	5 hrs.
NURS 5910	Advanced Pharmacology	3 hrs.
NURS 6110	Methods in Advanced Practice Nursing	3 hrs.
NURS 6622	Advanced Practice Nursing II	5 hrs.
NURS 6720	Advanced Practice Nurse Practicum	3 hrs.
NURS 6920	Thesis/Scholarly Project	3 hrs.

Elective Options

NURS 6000	Directed Study	Variable hrs.
NURS 5320	Health Care Policy	3 hrs.

Comprehensive Examination Policy

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

The student will write a preliminary comprehensive exam after completion of the graduate core courses, which will include content from nursing roles and theory development, research, and family diversity courses. A student who does not pass the examination may be required to complete additional study before retaking the exam. In order to progress, a student must satisfactorily complete the Preliminary Comprehensive 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 Preliminary and Final Comprehensive examinations will be administered only once in any given semester during the week of final exams. The student should apply in writing, to the Coordinator of the Graduate Nursing Program, to take the preliminary comprehensive exam at least one month prior to the first day of final exams.

Procedure for Challenging Undergraduate Prerequisite Courses

An applicant to the graduate nursing program may challenge, by a written exam, the undergraduate prerequisites of health assessment and pathophysiology. Evidence of related work experiences with supporting documents must be provided.

Request for permission and approval to challenge the above courses must be obtained the semester before the courses are offered. The schedule of course offerings can be obtained from the Department of Nursing.

Failure to successfully complete the challenge exam on the first attempt will necessitate a student's taking the course. A copy of the course outline and the title of books for the courses listed above may be obtained from the course instructor.

Degree Requirements

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

1. Earn a 3.0 grade point average calculated on all graduate work attempted, including transfer credits approved in advance of enrollment.
2. Earn 27 of the 36 hours required for degree for Clinical Nurse Specialist, Nurse Administrator and Nurse Educator or 35 of the 44 hours required for degree for the Family Nurse Practitioner in residence at Albany State University.
3. Pass a written comprehensive examination in area of concentration.



4. Complete a thesis or major research project.
5. Complete all requirements for the degree within six years of time of first enrollment in the Graduate Nursing Program.

GRADUATE FACULTY

Adebisi Fabayo, B.S.N., University of Ibadan; M.S.N., Ph.D., University of Connecticut
 Linda Grimsley, B.S.N., Georgia Southern College; M.S.N., Valdosta State College; D.S.N., University of Alabama at Birmingham
 Joyce Johnson, B.S.N., Vanderbilt University; M.N., Emory University; Ph.D., University of Mississippi
 Jdee Richardson, B.S.N., M.S.N., Bellarmine College; Ph.D., Texas Woman's University
 Kathleen Schachman, B.S.N., University of Michigan; M.S.N., Albany State University; Ph.D., University of Missouri
 Sherry Ward, B.S.N., Georgia Southwestern University; M.S.N., Albany State University; Ph.D., University of Missouri
 Janet Wills, B.S.N., Florida State University; M.Ed., Georgia Southwestern University; M.S.N., Albany State University

COURSE DESCRIPTIONS

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

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

NURS 5110 — Nursing Roles and Theory Development 3(3-0)

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

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

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

NURS 5210 — Advanced Physiopsychopathology 3(3-0)

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

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

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

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

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

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

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

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

This course presents the theoretical and clinical basis for health promotion and disease prevention for children, adolescents, and



their families. Content includes health maintenance, health teaching, and behavioral/developmental issues, counseling and nursing management of well child health and selected illnesses common to childhood. *Prerequisites: NURS 5210, 5410, and 5910.*

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

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

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

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

NURS 5610 — Principles of Epidemiology in Advanced Practice 3(3-0)

This course provides for the development of in-depth knowledge of the concepts, principles, methods and statistics of epidemiology. Emphasis is on the application of knowledge to the incidence of selected diseases, disease prevention and health promotion. *Prerequisites: NURS 5110 or Permission of Graduate Nursing Coordinator.*

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

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

NURS 5710 — Foundations of Nursing Administration 3(3-0)

A study of the theories and principles of administration, leadership and contemporary trends and issues impacting nursing administration in health care organizations. *Prerequisites: Admission to Graduate Nursing Program and NURS 5110.*

NURS 5810 — Human Resource Management in Health Care Organizations 4(4-0)

This course explores theoretical concepts, techniques, and related research in the management of personnel in health care organizations. Emphasis is on the management of personnel and client care. *Prerequisite: NURS 5110.*

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

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

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

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

NURS 6000 — Directed Study Variable

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

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

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

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

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

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

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

NURS 6110 — Methods in Advanced Practice Nursing 3(3-0)

This course emphasizes the application of technology and a variety of problem-solving techniques/strategies in advanced practice nursing to promote and/or maintain the health of individuals, families, groups and communities. *Prerequisite: NURS 5120.*

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

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

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

Clinical elective in adult health care to enhance advanced nursing practice. *Corequisite: NURS 6211.*

NURS 6310 — Primary Care Issues in Health Promotion of Communities 2(2-0)

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

NURS 6410 — Financial Management 3(3-0)

This course provides the advanced practice nurse with an understanding of the fundamentals of the financial management of health care organizations. Emphasis is on the utilization of theories and principles covering accounting, financial statement analysis, applied economics, cost analysis, and budgeting. *Prerequisites: NURS 5710 or Permission of the Coordinator, Graduate Nursing Program.*

NURS 6510 — Health Care Policy 3(3-0)

This course offers students a comprehensive and analytic overview of the historic and contemporary involvement of government and politics in the development of health policy. Emphasis is on health politics and policy with historical, social, and economic perspectives. *Prerequisites: NURS 5810 or Permission of Coordinator, Graduate Nursing Program.*

NURS 6610 — Public Policy (3-0)

This course presents an overview of various models used by policy analysts and policy makers to analyze and evaluate political life. Students are exposed to the nature of public policy analysis. *Prerequisite: NURS 6510.*

NURS 6620 — Advanced Teaching Practicum 5(2-6)

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

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

This is the second of the two-clinical course sequence in application of theories and concepts related to the clinical nurse specialist role development in Community Health, Parent-Child Health and Psych-Mental Health. *Prerequisites: NURS 5621 and satisfactory completion of Preliminary Comprehensive exam.*



NURS 6720 — Advanced Practice Nursing Practicum 3(1-8)

Focused clinical practicum in a selected area that allows for the application of theory in advanced practice role and the development of clinical expertise. *Prerequisite: Completion of all course work.*

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

An integrated clinical practicum focused on development and implementation of the advanced practitioner role. Students are involved in a preceptorship in rural/urban family practice settings under the supervision of a clinical preceptor and graduate faculty. *Prerequisite: Completion of all course work, and satisfactory completion of preliminary comprehensive examination.*

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

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

DEGREE PROGRAMS



COLLEGE OF EDUCATION

Mission and Objectives

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

1. To prepare teachers, 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 leaders.
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.

MASTER OF EDUCATION

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

M.Ed. Program	College	Telephone
Business Education	College of Business	(229) 430-2749
Early Childhood Education	College of Education	(229) 430-4715
Educational Leadership	College of Education	(229) 430-4684
English Education	College of Arts and Sciences	(229) 430-4833
Health and Physical Education	College of Education	(229) 430-4762
Mathematics Education	College of Arts and Sciences	(229) 430-4886
Middle Grades Education	College of Education	(229) 430-4715
Music Education	College of Arts and Sciences	(229) 430-4849
Science Education	College of Arts and Sciences	(229) 430-4811
Special Education	College of Education	(229) 430-4715
School Counseling	College of Education	(229) 430-4715

Categories of Admission for the Master of Education Degree

Students enrolling for graduate studies in the College of Education will enter under one of five categories described below. All categories require that applicants have received a baccalaureate degree from an accredited college or university with an undergraduate major in (or prerequisite requirement satisfied for) the planned graduate field of study. These categories do not apply to the Ed.S. (See page 70 for requirements of the Ed.S program)

Regular Admission

Applicants are granted regular admission to graduate studies at the Master's degree level if they have met the minimum degree program requirements of a 2.5 grade point average and standardized test scores of 44 on the MAT or 800 on the GRE, and if they have met the general Graduate School admission requirements. If the admission is for certification, the applicant must also pass Praxis I.

Provisional Admission

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

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



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

- The applicant will be given the first semester to pass Praxis I, if the admission is for initial certification.

Non-Degree Admission

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

Transient Admission

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

Special Admission

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

- The student has an overall GPA of at least 3.0.
- The Vice-President for Academic Affairs approves the academic department's recommendations for the student to enroll in graduate courses. (Such approval is granted on a semester-by-semester basis; continued enrollment is not provided.)
- The student limits one's graduate enrollment to a total of nine semester hours of study. No more than six semester hours of graduate study may be undertaken in a given semester.
- During the semester in which graduate enrollment is allowed, the student's registration is limited to a total of nine semester hours (combined graduate and/or undergraduate hours).

Change of Status

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

Appeals of Admission Status

Decisions regarding the student's admission status may be appealed to the graduate admission committee of the degree program concerned. Information regarding appeals may be secured from the Graduate Studies Office or the graduate coordinator of the College of Education. Such appeals and their associated documentation are referred to the graduate admission committee of the degree program. The student has the right of further appeal sequentially to the Chairperson, the Dean of the college, the Graduate Council, the Vice-President for Academic Affairs and finally, the President of the University.

Change of Degree Program

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

Application for Graduation

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

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



Degree Requirements

Comprehensive Examinations

In partial fulfillment of the M.Ed. degree, students are required to satisfactorily pass a comprehensive examination. A student is eligible to take the comprehensive examination only if (a) a passing score on the Praxis II has been filed with the student's advisor and (b) grades for the major area (Area C or the Professional Courses) should be no less than a "B". Grades less than "B" in Area C of the Program of Study must be repeated. The overall grade-point average for all 36 semester credit hours for the Master of Education must be no less than 3.0 on a four-point scale. No grade less than "C" will be accepted. The comprehensive examination may be taken three times. A third failure on the comprehensive examination results in termination from the degree program.

Comprehensive Examination Policy

Eligibility

Graduate students are eligible to take the M.Ed. comprehensive examination in the last semester of their study or when they have completed all the courses in Area C of their degree program and the advisor has granted permission.

Schedule

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

Nature of the Examination

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

Examination Committee

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

Administration

The comprehensive examinations shall be arranged and supervised by the Graduate Studies Committee for the College of Education.

Grading

A member of the examination committee must grade each item. Where prudent, the chairperson may elect not to participate in the grading of items. Each test item will receive one of the following grades: "P" for passing or "F" for failing. If one test item is failed, the student fails the examination.

Retest Sessions

When the student retakes the examination, a new test will be administered. Retest sessions must not be scheduled later than two weeks prior to the final examinations for potential graduates.

Reporting

The program coordinator shall report all examination results and seminar paper grades to the dean within one week of the date of the regular examination. The dean, using the Graduate School's Report of Non-Course work Requirements form, shall report the results of each examination or seminar paper to the Graduate School. The Dean of the Graduate School officially informs the student of the results.

Exceptions

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



Other Policies

Correspondence Credits

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

Grade-Point Average

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

Non-Resident Credits

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

Transfer Credit

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

Curricular Components of the Degree Program

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

Component	Description	Credit Hours
Area A	Nature of the Learner	3-6
Area B	Program and Problems of the School	3-6
Area C	Core courses of the major	15-24
Area D	Research in Education	3-6
Area E	Electives*	3-6
Total Minimum Semester Hours Required		36

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

COLLEGE OF EDUCATION GRADUATE FACULTY

Abayomi, Babatunde - Professor, Natural Sciences; B.S., Howard University; M.Ed., University of Georgia; Ph.D., Georgia State University

Adams, Robert Joseph - Associate Professor, Education; B.S., Mississippi College; M.Ed., University of Virginia; Ed.D., Virginia Polytech Inst. & State University

Adewuyi, David Aderemi - Assistant Professor, Education; B.A., University of Ife, Ile-Ife; M.A., University of British Columbia; Ph.D., University of British Columbia

Beard, Audrey W. - Professor, Education; Clinical Experiences; B.S., Fort Valley State College; M.S., Atlanta University; Ed.D., Jackson State University

Bembry, Deborah - Associate Professor, Education; B.S., Albany State College; M.Ed., University of Illinois, Urbana; Ph.D., University of Iowa

Biasiotto, Judson - Professor, Physical Education; A.S., Coming Community College; B.S., M.S., Ed. S, Georgia Southern University; Ed.D., University of Georgia

Biles, Susan R. - Assistant Professor, English; B.A., M.A., Central State University; Ph.D., University of Oklahoma

Brown, Barbara A. - Associate Professor, Music Education; B.A., Spelman College; M.A., M.Ed., Ed.D., Columbia University Teachers College

Campbell, Wilburn A. - Professor, Health and Physical Education; B.A., Morehouse College; M.S., DPE, Springfield College

Chan, Kwaichow - Assistant Professor, Physics; B.S., M.S., Ph.D., Texas Tech University



- Cherry, Joyce L.** - Professor, English; B.A., Paine College; M.A., Atlanta University Ph.D. Emory University
- Cohen, Sandy** - Professor, English; A.A., Miami-Dade Junior College; B.A., Florida Atlantic University; M.A., Ph.D., Auburn University
- Culbreath, John W.** - Professor, Counseling and Educational Leadership; B.A., Albany State College; M.Ed., Georgia State University; Ed.D., University of Georgia
- Feng, Li** - Associate Professor, Mathematics; B.S., M.S., Zhongshan University; Ph.D., Wesleyan University
- Franquiz, Myrna Ivette** - Assistant Professor, Teacher Education; B.S., University of Puerto Rico; M.Ed., M.A., Pontificia Universidad Católica; M.Ed., Phoenix University; Ph.D., Florida State University
- George, Rani** - Assistant Professor, Education; B.A., M.A., University of Madras; M.A., Ph.D., University of Delaware
- Green, Marzine, Jr.** - Professor, Mathematics and Computer Science; B.S., Alcorn State University; M.S., University of Illinois; Ph.D., University of Southern Mississippi
- Grimsley, Alan Paul** - Associate Professor, Education Leadership; B.A., M.Ed., Georgia Southwestern College; Ed.S., Valdosta State College; Ph.D., Georgia State University
- Hatcher, Betty** - Associate Professor, Education; B.S., M.Ed., Valdosta State University; Ed.D., University of Georgia
- Holmes, Barbara D.** - Associate Professor, Educational Leadership; B.A., M.Ed., Stetson University; Ph.D., University of Connecticut
- Jenkins, Patricia** - Assistant Professor, Teacher Education; B.A., M.Ed., Columbus State University; Ed.D. Tennessee State University
- Johnson, Monique** - Assistant Professor, Counseling & Educational Leadership; B.A., University of Massachusetts; M.Ed., Ed.D., Pennsylvania State University
- Lawson, Benjamin S.** - Professor, English; B.A., Purdue University; M.A., Indiana University; Ph.D., Bowling Green State University
- Lawson, Mary Sterner** - Professor, English; B.A., Findlay College; M.A., Ph.D., Bowling Green State University
- Lyons, Edward E.** - Professor, Biology; B.S., M.S., Howard University; Ph.D., Atlanta University
- Masih, Samuel** - Professor, Mathematics; B.S., M.Sc., Delhi University; Ph.D., Indiana University
- McCrary, JoAnn** - Associate Professor, Biology; B.S., M.T., Macon State College; M.S., Georgia College, Ph.D., Atlanta University
- Morgan, Rose M.** - Assistant Professor, Counseling, Educational Leadership and Foundations; B.A., M.Ed., & Ed.D. University of Cincinnati
- Nam, Sang Seok** - Assistant Professor, Teacher Education; B.Ed., M.A., Taegu University; Ph.D., Arizona State University
- Odio, Arnold** - Associate Professor, English; B.A., University of West Florida; M.A., University of Miami; M.A., Ph.D., University of Arkansas
- Okediji, Olatunde** - Professor, Biology; B.S., Eastern College; M.S., Howard University; Ph.D., Atlanta University
- Okonkwo, Zephyrinus** - Associate Professor, Mathematics; B.S., M.Phil., University of Lagos, Ph.D., University of Texas
- Okpara, Rosa S.** - Professor, Business Information Systems & Education; B.S., Albany State College, M.P.A., Albany State University, M.B.Ed., Ph.D., Georgia State University
- Oladunjoye, Ganiyu** - Associate Professor, Business Information Systems & Education; B.B.A., M.A., Western Michigan University; Ph.D., Bowling Green State University
- Pandey, Surendra N.** - Professor, Physics; B.S., Ewing Christian College; M.S., University of Allahabad; Ph.D., Howard University
- Paschal, James A.** - Assistant Professor, Education; B.A., Xavier University; M.S., Fort Valley State University; Ed.D., University of South Carolina
- Pent, Andrea** - Assistant Professor, Sports Management; B.S., College of Charleston; M.Ed., University of Miami; Ph.D., Florida State University
- Perkins, Claude G.** - Professor, Education; B.S., Mississippi Valley State University; M.A.T., Purdue University; Ph.D., Ohio University
- Pikes, Theodore** - Associate Professor, Teacher Education; B.S., M.Ed., Ph.D., Southern University A&M College
- Roberts, David H.** - Professor, English; B.A., Lander University; M.A., University of South Carolina; Ph.D., Indiana University of Pennsylvania
- Steele, Jack** - Professor, Chemistry; B.A., DePauw University; Ph.D., University of Kentucky
- Stripling, Charles** - Assistant Professor, Education Leadership; B.A., Florida Presbyterian College; M.Ed., Ed.S., Valdosta State University; Ph.D., Florida State University
- Sykes, Ellis** - Professor, Biology; B.S., Morehouse College; M.S., Ph.D., University of Georgia
- Walker, Charles** - Associate Professor, Education; B.S., M.S., Tennessee State University; University of Northern Colorado
- Wrensford, Granville** - Associate Professor, Natural Sciences; B.S., University of Virgin Islands, Ph.D., Brown University
- Wrensford, Louise** - Associate Professor, Chemistry; B.S., University of Virgin Islands; Ph.D., Brown University



BUSINESS EDUCATION

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

Degree Program

The Master of Education program in business education requires a minimum of 36 semester hours of graduate-level credit. The curriculum is designed for persons holding L-4 certification in business education or who have completed basic prerequisite course work in business education.

Area A - Nature of the Learner (Minimum of 3 semester hours) 3 hrs

- PSYC 5509 Introduction to Behavior Modification
- PSYC 5515 Educational Psychology
- PSYC 5520 Developmental Psychology
- PSYC 5530 Adolescent Psychology
- PSYC 5550 Theories of Learning
- PSYC 5552 Conditions of Learning

Area B - Programs and Problems of the School (Minimum of 3 semester hours) 3 hrs

- MBED 5546 Curriculum Planning in Business Education*
- EDUC 5509 Philosophy of Education
- EDUC 5510 Sociology of Education
- EDUC 5538 Curriculum Planning
- EDUC 5540 Curriculum Principles
- EDUC 5542 Curriculum Needs and Trends

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

- MBED 5510 Principles and Problems in Business Education*
- MBED 5538 Instructional Strategies for Accounting, Bookkeeping and Basic Business
- MBED 5539 Instructional Strategies for Information Processing
- MBED 5540 Instructional Strategies for Office Management
- MBED 5547 Instructional Strategies for Business Communication
- MBED 5550 History and Philosophy of Business Education
- MBED 5505 Contemporary Economic Problems
- MBED 5506 Consumer Economic Problems
- MBED 5507 Teaching Economic Concepts Using Computer Technology

(Student must take at least four Instructional Strategies courses)

Area D - Educational Research and Statistics (Minimum of 6 semester hours) 6 hrs

- EDUC 5500 Educational Statistics
- EDUC 5501 Educational Research

Area E - Electives (Minimum of 3 semester hours) 3 hrs

- SPED 5501 Exceptional Children and Youth*

(Additional electives may be selected in conference with advisor)

*Required unless previously fulfilled



COURSE DESCRIPTIONS

MBED 5505—Contemporary Economic Problems 3(3-0)

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.

MBED 5506—Consumer Economic Problems 3(3-0)

A highly integrated approach to relate personal economic decision making to the total economy; special emphasis on analysis, interpretation, and application of economic principles. Designed for social science and business education public and/or private school teachers.

MBED 5507—Teaching Economic Concepts Using Computer Technology 3(3-0)

An intensive survey of basic economic concepts coupled with the strategies for implementing the use of computer technology in teaching economic concepts. Includes preparing materials (software) for classroom use and instruction in writing a computer program.

MBED 5510—Principles and Problems in Business Education 3(3-0)

A study of the development of business education principles and practices, content and curricula for business programs. Consideration is given to the history, nature, and purpose of business education; business education curricula and basic issues; business education and the secondary school curriculum; materials and media in business; performance objectives; and evaluation of student achievement.

MBED 5538 — Instructional Strategies for Accounting, Bookkeeping, and Basic Business 3(3-0)

Designed to provide the business education teacher with effective learning and instructional strategies/resources for teaching accounting, bookkeeping, and basic business including the relationships of our physical and social environment and the free enterprise system. Emphasis is also on the study of current literature, research findings and practices with special reference to current trends and issues.

MBED 5539—Instructional Strategies for Information Processing 3(3-0)

Designed to provide the business education teacher with effective learning and instructional strategies for teaching information processing. Includes word processing, spreadsheet, and database applications. Emphasis is also on the study of current literature, research findings, and practices with special reference to current trends and issues in this area.

MBED 5540—Instructional Strategies for Office Management 3(3-0)

Designed to provide the business education teacher with effective learning and instructional strategies for teaching office management. Includes the study of modern office practices with emphasis on records management, business information systems, utilization of communication and travel services, banking, insurance, payroll, tax records and office technology.

MBED 5546—Curriculum Planning in Business Education 3(3-0)

An overview of curriculum and program development for the business education teacher. Focuses on curriculum planning, curriculum models, learning theory models, business education competencies and standards, in major areas of office employment.

MBED 5547—Instructional Strategies for Business Communication 3(3-0)

Designed to provide the business education teacher with effective learning and instructional strategies for teaching communication principles and effective writing skills. Focuses on content, methods, activities, and development of teaching plans and materials. Emphasis is also on the study of current literature, research findings, and practices with special reference to current trends and issues.

MBED 5550—History and Philosophy of Business Education 3(3-0)

A study of principles, problems, philosophy, and history of business education including analysis of professional literature and research, trends, issues, and organization.



EARLY CHILDHOOD EDUCATION

Degree Program

This program leads to the LEVEL 5 certification in Early Childhood Education and is designed to prepare master teachers to work with children in Pre K-5. This program also provides knowledge and skills for teachers to serve in leadership roles in curriculum development supervision and research in the field of Early Childhood Education.

Area A - Nature of Learners and Learning Problems

3 hrs

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

Area B - Programs and Problems of the School

3 hrs

- EDUC 5504 History of American Education
- EDUC 5509 Philosophy of Education
- EDUC 5510 Sociology of Education
- EDUC 5555 Clinical Approach to Classroom Analysis
- ECEC 5518 Issues in Early Childhood Education
- EDAS 6648 Economics in Education

Area C - Teaching Field

18 hrs

- ECEC 5509 Theories, Design and Program Development in Early Childhood Education
- ECEC 5512 Cultural Diversity in Early Childhood Education
- ECEC 5520 Language Development for Young Children
- ECEC 5525 Math Experiences for Young Children*
- ECEC 5527 Science Experiences for Young Children*
- ECEC 5530 Communicative Arts in Early Childhood Education
- ECEC 5535 Reading in Early Childhood Education*
- ECEC 5545 Infant Education
- ECEC 5550 Social Studies in Early Childhood Education*
- ECEC 5555 Creative Physical Experiences in Early Childhood Education
- ECEC 5560 Counseling in Early Childhood Education
- ECEC 5565 Diagnosis and Remediation
- ECEC 5570 Theories of Play
- ECEC 5575 Parent Involvement in the Early Childhood Education
- ECEC 5580 Tests and Measurements in Early Childhood Education
- ECEC 5581 Evaluation of Research in Early Childhood Education
- MATH 5202 Technology - Oriented Mathematics
- SECD 5500 Fundamental and Theories Practicum
- SPED 5512 Characteristics of Children and Youth with Mild Learning, Intellectual, and or Behavioral Problems.



- SECD 5516 Individual Counseling & Assessment
- SPED 5522 Teaching the Preschool Exceptional Child
- SPED 5524 Instructional Strategies for Teaching the Mildly Disabled
- SPED 5530 Parent Counseling
- SECD 5535 Strategic Developmental Counseling for School Behavioral Problems
- SECD 5575 Selected Topics In School Counseling
- EDUC 5590 Practicum I: Internship in Early Childhood Education (Preschool)
- EDUC 5591 Practicum II: Internship in Early Childhood Education (Primary)

Area D - Research

3 hrs

- EDUC 5501 Educational Research (*Prerequisite: EDUC 5500*)

Area E - Electives (to select with advisor)

9 hrs

- EDUC 5500 Educational Statistics

*Major courses (four of the five).

Total Hours Required 36 hrs.

COURSE DESCRIPTIONS

ECEC 5500—Early Childhood Development **3(3-2)**

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

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

Provides for the analysis and evaluation of the needs of both student and teacher in differential learning environments in the pre-school primary grades in early childhood education. Curricula design will address varied philosophies, theories, and methods of teaching and supporting auxiliaries.

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

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

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

This course will focus on current research trends and issues, historical, philosophical and sociological influences that have shaped early childhood education. Controversial issues and alternative approaches to solve problems will be investigated.

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

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

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

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

ECEC 5527—Science Experiences for Young Children **3(3-0)**

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



- ECEC 5530—Communicative Arts in Early Childhood Education** 3(3-0)
 Considers the role of oral and written language in a child's life (birth-nine). A critical examination will be made of the inter-relatedness of the speaking, listening, reading and writing behaviors of children.
- ECEC 5535—Reading in Early Childhood Education** 3(3-0)
 Focuses on the teacher's task in early childhood. Special attention to current approaches and such 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 applications of basic skills. Students will work with materials and techniques on various levels.
- ECEC 5545—Infant Education** 3(3-0)
 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. Prerequisites: Advanced child growth and development.
- ECEC 5550—Social Studies in Early childhood Education** 3(3-2)
 This course will examine innovative techniques for teaching of social studies. Curriculum, methods and techniques will be analyzed and evaluated in view of current research and practices. Field experiences to include field-testing social studies projects will be required.
- ECEC 5555—Creative Experiences in Early Childhood Education** 3(3-2)
 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.
- ECEC 5560—Counseling in Early Childhood Education** 3(3-2)
 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 will be discussed. As part of the skill-building process, students will tape counseling sessions for presentation in class.
- ECEC 5565—Diagnosis and Remediation** 3(3-2)
 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.
- ECEC 5570—Theories of Play** 3(3-2)
 Analyzes the role of play in the cognitive, affective and social development of children's 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.
- ECEC 5575—Parent Involvement in the Early Years** 3(3-0)
 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.
- ECEC 5580—Tests and Measurements in Early Childhood Education** 3(3-0)
 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.
- ECEC 5581—Evaluation of Research in Early Childhood Education** 3(3-0)
 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. *Prerequisite: ECEC 5580*



EDUCATIONAL LEADERSHIP

Degree Program

The graduate program in Educational Leadership leads to a Master's degree in Education and a LEVEL 5 certification in the State of Georgia. The M.Ed. planned degree program lists a minimum of 36 semester hours of course work to be completed within six years of the date of graduation. A maximum of nine semester hours may be earned as transfer credits. These credits must be indicated on the student's planned program during the first semester of enrollment as a graduate student admitted in full status. Students are expected to confer with their advisor each semester. They should complete and sign the degree-planned program with their advisor and with the Graduate School Office. The advisor is required to file a copy of this planned program with the graduate coordinator for the College of Education and with the Graduate School. In advance of the expected date of graduation, the student is expected to apply for graduation with the Registrar's Office.

Special Admission Requirement

Admission to this M.Ed. program requires a minimum of two years' experience in professional education.

Area A - Nature of the Learner and Learning Problems

3 hrs

PSYC	5509	Introduction to Behavior Modification
PSYC	5515	Educational Psychology
PSYC	5520	Developmental Psychology
PSYC	5530	Adolescent Psychology
PSYC	5550	Theories of Learning
PSYC	5555	Conditions of Learning
EDAS	5580	School Discipline Problems

Area B - Programs and Problems of the School

3 hrs

EDAS	5580	School Discipline Problems
ECEC	5527	Science for Young Children
ECEC	5535	Reading in Early Childhood Education
ECEC	5518	Issues in Early Childhood Education
CRMJ	6670	Rehabilitation and Treatment
HPED	5579	Sex Education
HPED	5580	Drug Education
MATH	5202	Technology - Oriented Mathematics
SSCI	5583	Social Studies for Global Understanding (Middle Grades)
SPED	5545	Educational Assessment of Exceptional Children
SPED	5547	Behavioral Management of Exceptional Children
SPED	5563	Issues in Special Education

Area C - Educational Leadership

21 hrs

EDAS	5501	Introduction to Organizational Leadership*
EDAS	5510	The Urban Environment and Educational Administration
EDAS	5515	Curriculum and Instruction for Educational Leadership*
EDAS	5521	Directed Studies in Educational Leadership
EDAS	5526	Theories of Educational Administration
EDAS	5533	Legal Aspects of Education*
EDAS	5541	Educational Supervision*



- EDAS 5565 The Principal
- EDAS 5568 Field Experiences in Educational Administration*
- EDAS 5570 School Business Management*
- EDAS 5573 School Personnel Administration*
- EDAS 5578 Review of Literature in School Supervision

Area D - Research

6 hrs

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

Area E - Electives

3 hrs

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

* Required Course

** Prerequisite for EDUC 5501

Total Hours Required 36 hrs

COURSE DESCRIPTIONS

EDAS 5501—Introduction to Organizational Leadership **3 (3-0)**

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

EDAS 5510—The Urban Environment and Educational Administration **3 (3-0)**

This course is designed to study living conditions of children in diverse urban communities and the problems of teachers, children, and parents in providing a supportive learning environment.

EDAS 5515—Curriculum and Instruction for Educational Leadership **3 (3-0)**

Trends in curriculum design with emphasis on the newer media and ways and methods of implementing innovations in instruction. Includes a study of principles, procedures and components of curriculum development, interpretation of test scores, use of assessment data and program evaluation (EDUC 5540 may be substituted).

EDAS 5521—Directed Studies in Educational Leadership **3 (3-0)**

An intensive study of selected issues, model, paradigms, theories and other readings in educational administration and supervision. Prerequisite: Consent of advisor.

EDAS 5526—Theories of Educational Administration **3 (3-0)**

This course examines basic theories of organization and administration of public education.

EDAS 5533—Legal Aspects of Education **3 (3-0)**

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

EDAS 5541—Educational Supervision **3 (3-0)**

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



EDAS 5565—The Principal 3(3-0)

The role of the principal in a changing society is investigated from an open system perspective. One's role as a catalyst is studied for engendering new curricula, techniques, and organizational and administrative practices.

EDAS 5568—Field Experiences in Educational Administration 3(3-0)

Field experiences include 150 hours of administrative experience in 12 major areas of school administration as outlined in the EDAS Manual at <http://fld94.alsnet.peachnet.edu/~bblock>. Each student will prepare an experience portfolio reflecting all experiences. Weekly logs and reports are submitted by email to the instructor.

EDAS 5570—School Business Management 3(3-0)

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

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

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

EDAS 5578—Review of Literature in School Supervision 3(3-0)

A critical review and evaluation of research and writings in the field of educational supervision.

EDAS 5580—School Discipline Problems 3(3-0)

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

EDUCATION SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP

The Education Specialist Program (Ed.S) in Educational Leadership includes a personalized set of field and academic experiences designed to assist students in developing a high level of knowledge and skills as school principals, curriculum directors, subject area supervisors, central school district administrators, and supervisory staff members. Where school principals are concerned, students are not only prepared for basic managerial and instructional leadership responsibilities, but they also have opportunities to specialize in a more narrowly defined area of instructional management. The program design facilitates this by uniquely configuring both academic and field experiences for each student to emphasize the student's desired specialization.

The program is designed for persons who have earned a Master's degree and hold or aspire to hold an Educational Leadership position that requires State of Georgia Level 6 certification. A minimum of 27 semester hours of graduate credit beyond the Master's degree is required to complete the program. Only those courses taken after admission to the Ed.S. Program may be used to fulfill the requirement of the Ed.S. degree, which includes applicable transfer credits. Credit usable in the planned program must not be more than six calendar years old at the time the degree is completed. A maximum of six semester credit hours of transfer credit from an approved institution offering the Ed.S. degree may be approved for inclusion in the planned Ed.S. Program.

Admission Requirements

A student desiring to pursue an Education Specialist degree in Educational Leadership must present an acceptable score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT)(See Below). Graduate work taken prior to admission to the Ed.S. program will not be counted toward Ed. S. degree requirements.

1. The applicant must have completed a Master's degree at an accredited or approved institution.
2. Applicants must possess certification equivalent to the State of Georgia's Level five certification (e.g. L-5, SC-5, or T-5).
3. If the Master's degree is not in Educational Leadership, or the applicant does not hold the Level 5 certificate, the applicant may be required to complete work at the Master's degree level in Educational Leadership in addition to the 27 semester hours required for the Ed. S. degree in Educational Leadership.
4. Applicants must earn a 3.0 GPA on a 4.0 scale for graduate work completed.



- Applicants are required to make a minimum score of 850 on the Graduate Record Examination (GRE) or 44 on the Miller Analogies Test (MAT).

Advisement

After the student has been admitted to the Ed.S. program, the Departmental Chairperson will appoint an advisor. The advisor will assist the student in developing an individualized program for the student to meet the degree program requirements.

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

Application for Graduation

The student must complete an Application for Degree Form with the Registrar's Office in advance of completing all course requirements. Only credits with grades of "B" or better are usable in the Ed.S. degree program. The student's Ed.S. program must include a minimum of 27 graduate semester hours of credit beyond the Master's degree in Educational Leadership; 18 of these 27 graduate semester hours of course work must be in Educational Leadership. A three (3)-semester hour graduate field experience culminating in a research project is required. Except for a maximum of six semester hours of transfer work, all credits used in the Education Specialist Program must be earned at Albany State University. 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 consistent with the student's professional objectives and the requirements of the program.

Students are responsible for making application for graduation after completing 15 semester hours of course work. The advisor must certify through the audit process with the Registrar that:

- The applicant has been fully admitted to the Ed.S. program.
- The applicant has made satisfactory progress in a planned program of study and that the major professor approves the program of study.

Program Completion

To be eligible for the Ed.S. degree and recommendation for the L-6 certification by Albany State University, the student must meet all of the following requirements:

- Only those courses taken after admission to the Ed.S. program may be used to fulfill the requirements of the Ed.S. Degree. This includes transfer credits.
- Credits usable in the planned program must not be older than six calendar years at the time that the degree is completed.
- A maximum of six semester hours of transfer credits from an approved institution offering the Ed.S. degree may be approved for inclusion in the planned Ed.S. program. Such credits must be approved by the Program Coordinator.
- The student must complete an Application for Degree Form one semester in advance of completing all course requirements.
- Only credits with grades of "B" or better are accepted in the Ed.S. program.
- The student's Ed.S. program must include a minimum of 27 graduate semester hours of course work, which must be in educational leadership, administration and supervision or related areas.
- Three semester hours of graduate field experience culminating in a research project orally defended before the educational leadership faculty is required.
- Except for a maximum of 6 semester hours of transfer work, all credits used in the Ed.S. program must be earned in residence at Albany State University.
- The student must earn a passing score on the Praxis II examination in Education Leadership.

Degree Program

The total degree program for a student will be structured using five components. Twenty-seven semester credit hours are required for the Ed.S. degree in Educational Leadership.



Program Components

Area A - Nature of the Learner

3 hrs

- EDAS 6785 Improvement of Instruction
- EDAS 6643 Issues and Theories of Supervision
- EDAS 6781 Seminar in Educational Leadership

Area B - Programs and Problems of the School

3 hrs

- EDAS 6651 Educational Facilities Planning
- EDAS 6681 Recent Trends in Supervision
- EDAS 6685 School and Community Relations
- EDUC 7700 Foundations in Education

Area C - Major Area

15 hrs

- EDAS 6600 Concepts and Practices of Educational Leadership
- EDAS 6643 Issues and Theories in Supervision
- EDAS 6648 Economics of Education
- EDAS 6651 Educational Facilities Planning
- EDAS 6670 School Finance
- EDAS 6681 Recent Trends in Supervision
- EDAS 6685 School and Community Relations
- EDAS 6709 Leadership Field Experience *
- EDAS 6710 The Superintendent
- EDAS 6711 Software Systems in Educational Administration
- EDAS 6733 Educational Policy
- EDAS 6781 Seminar in Educational Leadership
- EDAS 6785 Improvement of Instruction

Area D - Research

3 hrs

- EDUC 7701 Advanced Educational Research**

Area E - Electives

3 hrs

Total Hours Required 27 hrs

* Required course

** Prerequisite for EDAS 6709

COURSE DESCRIPTIONS

EDAS 6600—Concepts and Practices of Educational Leadership 3 (3-0)

A study of the functions of the educational administrator (supervisor) using simulated materials and case studies.

EDAS 6643—Issues and Theories of Supervision 3 (3-0)

Students analyze supervisory behavior and responsibilities and consider trends and issues in system supervision.

EDAS 6648—Economics of Education 3(3-0)

An analysis of the economics of education and the effects of education on the economy is conducted. Revenue, expenditure, indebtedness and fiscal problems are treated from a theoretical frame of reference with application to the three-level system of government.



EDAS 6651—Educational Facilities Planning 3 (3-0)

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

EDAS 6670—School Finance 3 (3-0)

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

EDAS 6675—Review of Literature in Administration 3 (3-0)

A critical review and evaluation of research and writings in the field of educational administration is presented.

EDAS 6678—Review of Literature in Supervision 3 (3-0)

A critical review and evaluation of research and writings in the field of educational supervision is presented.

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

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

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

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

EDAS 6700—Advanced Personnel Administration 3 (3-0)

Students focus on problems of needs analysis, recruitment, policy development, evaluation, certification and welfare of instructional personnel.

EDAS 6709—Leadership Field Experience 3 (3-0)

Planned research experiences of at least 120 clock hours of administration and/or instructional leadership in an elementary school, secondary school or central office under a practicing administrator or supervisor. A publishable action research project is required. *Prerequisite: prior advisor approval.*

EDAS 6710—The Superintendent 3 (3-0)

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

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

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

EDAS 6725—Instructional Supervision 3 (3-0)

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 supervision.

EDAS 6733—Educational Policy 3 (3-0)

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

EDAS 6740—Urban Life and Educational Leadership 3 (3-0)

Designed to study living conditions of children in diverse communities and the problems of teacher, child and family motivation, this course focuses on urban life.



EDAS 6760—Administration and Supervision of Special Education 3 (3-0)

Graduate students will analyze specialized skills required to organize, equip, staff, supervise and manage programs for exceptional children within the framework of legal and environmental requirements.

EDAS 6768—Field Experience in Supervision 3 (3-0)

Students acquire 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.

EDAS 6781—Seminar in Educational Leadership 3 (3-0)

Selected problems and issues in administration and supervision are studied.

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

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

EDAS 6790—Field Experience in Supervision Program for Exceptional Children 3(3-0)

A supervised experience under a practicing director of special education will be provided. 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.

EDAS 6799—Thesis in Educational Administration & Supervision 3 (3-0)

Graduate students research a scholarly project; develop a proposed plan of completion and write the thesis. The advisor must approve the topic and proposal.

ENGLISH EDUCATION

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

Objectives of the Program

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

Admission to the Program

Admission to the English Education Program requires an undergraduate degree in English Education, 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 3 semester hours) 3 hrs

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

Area B - Programs and Problems of the School (Minimum of 3 semester hours) 3 hrs

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

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

ENGL	5304	History of the English Language***
ENGL	5500	Bibliography and Research Methods**
ENGL	5515	Advanced Exposition for Teachers**
ENGL	5600	Shakespeare
ENGL	5606	Medieval Literature
ENGL	5609	Introduction to Linguistics
ENGL	5612	Advanced Grammar and Syntax
ENGL	5621	Literature of the Sixteenth and Seventeenth Centuries
ENGL	5632	Restoration and Eighteenth-Century Literature
ENGL	5641	Romanticism
ENGL	5650	Modern Drama
ENGL	5651	Victorian Literature
ENGL	5670	Modern British Literature
ENGL	5681	Early American Literature
ENGL	5683	American Romanticism
ENGL	5684	American Realism and Naturalism
ENGL	5685	Southern Literature
ENGL	5686	Modern American Literature



- ENGL 5690 African American Literature
- ENGL 5696 Contemporary Literature**
- ENGL 5792 African American Novel
- ENGL 5794 African American Drama
- ENGL 5908 Literary Criticism**

Area O - Research (Minimum of 3 semester hours)

3 hrs

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

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

3 hrs

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

* Program must include one of these courses

** Required course

*** Required unless previously fulfilled

Total Hours Required **36 hours**

COMPREHENSIVE EXAMINATION POLICIES

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

- A. 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.
- B. Demonstrate a general knowledge of the bodies of American and English literatures (as indicated by the department's reading list) and specific knowledge of the literary periods and topics in which courses have been taken.
- C. Demonstrate an acceptable level of mastery of written communication skills. Students preparing to take the comprehensive examination in English may secure copies of previous examination questions from the department.

II. Number of Hours and Academic Average Required:

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

III. Required Courses:

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

- ENGL 5304 History of the English Language (required unless previously fulfilled) 3 hrs
- ENGL 5500 Bibliography and Research Methods 3 hrs
- ENGL 5515 Advanced Exposition for Teachers 3 hrs
- ENGL 5696 Contemporary Literature 3 hrs
- ENGL 5908 Literary Criticism 3 hrs



One course in American literature	3 hrs
One course in English literature	3 hrs

IV. Number of Attempts

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

Evaluation of Comprehensive Examination in English

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

Reexamination

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

COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

ENGL 5609 - Introduction to Linguistics 3(3-0)

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

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

Critical examination of salient components of modern syntax and grammar.

ENGL 5615 - Advanced Exposition for Teachers (Formerly ENGL 5515) 3(3-0)

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

ENGL 5621 - Literature of the Sixteenth and Seventeenth Centuries (Formerly titled Old English Literature) 3(3-0)

Literary tendencies and thought of the period, including critical study of such major figures as More, Sidney, Donne, Jonson, Herbert, and Milton.

ENGL 5632 - Restoration and Eighteenth-Century Literature 3(3-0)

Poetry and prose of the Restoration and Neo-classical periods with emphasis on such figures as Dryden, Congreve, Pope, Swift, and Johnson.



- ENGL 5641 - Romanticism (Formerly ENGL 5502)** **3(3-0)**
 Study of the general literary tendencies and thought of the period, with emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats.
- ENGL 5650 - Modern Drama** **3(3-0)**
 Major trends in modern drama with readings from playwrights of Britain, Europe, and the Americas.
- ENGL 5651 - Victorian Literature (Formerly ENGL 5603)** **3(3-0)**
 Critical examination of major authors of the period, with some attention to social and cultural background. Focus may be on poets like Browning and Tennyson, prose writers like Carlyle and Ruskin, or novelists like Dickens and Eliot.
- ENGL 5670 - Modern British Literature** **3(3-0)**
 Major works of the twentieth century, with emphasis on either fiction or poetry.
- ENGL 5681 - Early American Literature** **3(3-0)**
 Various genres of literature from the beginnings through the early national period. Attention also given to cultural and historical background.
- ENGL 5683 - American Romanticism** **3(3-0)**
 Prose and poetry of the early and mid-nineteenth-century by such key figures as Hawthorne, Melville, Douglass, Poe, Emerson, Thoreau, and Whitman.
- ENGL 5684 - American Realism and Naturalism** **3(3-0)**
 Important writers of the period from 1865-1914, including Twain, James, Howells, Wharton, Crane, Chopin, Chesnut, and Dreiser.
- ENGL 5685 - Southern Literature** **3(3-0)**
 Study of major and representative writers from various periods of literature of the American South.
- ENGL 5686 - Modern American Literature** **3(3-0)**
 Major trends in twentieth-century fiction, non-fictional prose, drama, and poetry. Genre, movement, and author emphases will vary.
- ENGL 5690 - African American Literature** **3(3-0)**
 Critical investigation of African American writing from the eighteenth through the twentieth century, with emphasis on major writers and cultural traditions.
- ENGL 5696 - Contemporary Literature** **3(3-0)**
 Major writers and trends of world literature in English since World War II, including authors from both western and non-western cultures.
- ENGL 5792 - African American Novel (Formerly ENGL 5692)** **3(3-0)**
 Critical and interpretive study of fiction by African Americans of the twentieth century, with some attention to nineteenth-century backgrounds.
- ENGL 5794 - African American Drama** **3(3-0)**
 A study of the history and development of drama by African Americans, emphasizing the twentieth century.
- ENGL 5908 - Literary Criticism** **3(3-0)**
 Origin and development of the basic principles of literary theory.

**SPAN 5505 - Spanish Grammar 3(3-0)**

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.

SPAN 5507 - Spanish Conversation 3(3-0)

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.

HEALTH AND PHYSICAL EDUCATION

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

Program of Study**Area A - Nature of the Learner (Minimum of 3 semester hours)**

- PSYC 5515 Educational Psychology
- PSYC 5552 Conditions of Learning
- PSYC 5509 Introduction to Behavior Modification
- PSYC 5555 Conditions of Learning

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

- EDUC 5504 History of American Education
- EDUC 5509 Philosophy of Education
- EDUC 5510 Sociology of Education
- EDUC 5538 Curriculum & Planning, Elementary & Secondary
- EDUC 5540 Curriculum Principles

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

- HEDP 5532** Environmental Health Aspects
- HEDP 5578** Concepts in Health and Education
- HEDP 5579** Sex Education
- HEDP 5580** Drug Education
- PEDH 5520 Foundations and Trends in Physical Education
- PEDH 5522 Cultural Aspects of Sports
- PEDH 5527 Motor Learning
- PEDH 5528 Psychology of Physical Activity
- PEDH 5536 Facilities and Equipment
- PEDH 5541 Health and Physical Education for Young Child
- PEDH 5550* Physiology of Fitness
- PEDH 5551* Mechanical Analysis of Human Motion
- PEDH 5555 Measurement in Physical Education
- PEDH 5565 Physical Education and the Handicapped Child
- PEDH 5581 Directed Reading and Research in Physical Education
- PEDH 5583 Research Design



- PEDH 5596* Seminar I
- PEDH 5599 Master's Thesis

Area D - Educational Research and Statistics (Minimum of 3 semester hours)

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

Area E - Electives (Minimum of 6 semester hours)

- * Courses required unless previously fulfilled
- ** Six hours must be in a supportive area (Health)

COURSE DESCRIPTIONS

- HEOP 5532—Environmental Health Aspects** **3(3-0)**
Analysis of health practices as they relate to environmental health problems including population control, pollution, drugs, alcohol and tobacco.
- HEDP 5578—Concepts in Health and Education** **3(3-0)**
Study of problems and issues directly relating to school and community health.
- HEDP 5579—Sex Education** **3(3-0)**
Study of problems and issues directly relating to the physical, emotional and behavioral aspects of sex.
- HEDP 5580—Drug Education** **3(3-0)**
Study of the problems and issues directly relating to the use and abuse of drugs in our society.
- PEDH 5520—Foundations and Trends in Physical Education** **3(3-0)**
Study of the historical, psychological, sociological, anatomical and physiological foundations of education as they relate to physical education and program design.
- PEDH 5522—Cultural Aspect of Sports** **3(3-0)**
Study of the social nature of sports and its relationship to leisure and culture.
- PEDH 5527—Motor Learning** **3(3-0)**
Study of the laws of learning as they relate to the acquisition of motor skills.
- PEOH 5528—Psychology of Physical Activity** **3(3-0)**
An analysis of psychological principles underlying the teaching and performance of sport and physical activity.
- PEOH 5536—Facilities and Equipment** **3(3-0)**
Study of the planning, equipping and utilization of a health education facility.
- PEDH 5541—Health and Physical Education For The Young Child** **3(3-0)**
Advanced course which investigates the importance of functional movement in early childhood. Experiences in movement education and health-oriented topics will be provided.
- PEDH 5550—Physiology of Fitness** **3(3-0)**
Study of the effects of muscular activity, work energy, mechanical efficiency, fatigue and training, and physiological tests of fitness.
- PEDH 5551—Mechanical Analysis of Human Motion** **3(3-0)**
Study of the anatomical and mechanical fundamentals of human motion with special application to physical education activities.

DEGREE PROGRAMS



PEDH 5555—Measurement In Physical Education 3(3-0)

Study of current testing procedures in physical education. Emphasis is placed on evaluation and interpretation of test results as they apply to the individual's abilities, capacities and needs.

PEDH 5565—Physical Education and The Handicapped Child 3(3-0)

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

PEDH 5581—Directed Reading and Research in Physical Education 3(3-0)

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

PEDH 5583—Research Design 3(3-0)

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

PEDH 5596—Seminar I 3(3-0)

Personal assessment relative to the student's educational goals and professional competencies along with an analysis of current physical education programs in urban and rural settings.

PEDH 5599—Master's Thesis 3(3-0)

Independent research done by the student.

MATHEMATICS EDUCATION

The M.Ed. degree in Secondary Education with a concentration in Mathematics leads to LEVEL 5 certification in mathematics. A student enrolling in this program is expected to hold a baccalaureate-level certification. This program requires a minimum of 36 semester hours of graduate work and successful completion of a comprehensive examination in the area of mathematics. Students must confer with their advisor to design a planned program, which may include undergraduate courses, as needed, to remedy the lack of preparation in mathematics as determined by the Graduate Committee in the Department of Mathematics and Computer Science.

The objectives of the Master of Education program in Mathematics Education are: (1) to provide the students with in-depth knowledge of Mathematics in the areas of algebra, analysis and geometry and their applications; (2) to provide training in the use of technology and educational research in the teaching and learning of mathematics; and (3) to prepare students to use and promote logical thinking skills and problem solving strategies in the teaching and learning of mathematics.

Degree Requirements

1. The Master of Education in Secondary Education with concentration in mathematics requires a minimum of 36 semester hours of graduate course work, at least 27 semester hours of which are taken at Albany State University.
2. The successful completion of a comprehensive examination is a requirement in all Master's degree programs.
3. At least an overall average of "B" in all the mathematics courses in the graduate program is a prerequisite for taking the comprehensive examination in Mathematics.

Regular Admission

Regular admission to the M.Ed. program with concentration in mathematics requires that an applicant have an undergraduate degree in Mathematics or Mathematics Education and have satisfied the regular general admission requirements for admissions set by the College of Education at Albany State University. The student must have a 2.5 minimum overall undergraduate grade point average, minimum standardized test score of 800 on the aptitude portion of the GRE, and **initial teaching certification for secondary mathematics in the State of Georgia**. In addition, a student who lacks preparation in Mathematics is required, as a prerequisite to graduate admission, to take undergraduate mathematics courses as determined by the Graduate Committee in the Department of Mathematics and Computer Science.

**Provisional Admission**

The student is admitted provisionally if some conditions are placed on their status because of grade point average, standardized test scores or lack of academic preparation in the subject area. A student who lacks sufficient preparation in mathematics is required as a prerequisite, to complete specific undergraduate mathematics courses, as determined by the Graduate Committee in the Department of Mathematics. No graduate credit is given for courses taken at the undergraduate level. A minimum of 3.00 grade point average is required for the satisfactory completion of the prerequisite courses. Additionally, the student must complete nine semester hours of study at the graduate level with an average of "B" or better before he is granted regular admission to the program.

Non-Degree Admission

Students may enroll with this status to complete course work for either certification renewal, add-on certification purposes or personal enrichment provided they satisfy the prerequisite requirements for the course. No more than nine semester hours of credit earned in this category may subsequently be applied toward meeting the requirements of the Master's degree.

Student Advisement and Program Planning

A graduate advisor in the Department of Mathematics and Computer Science must approve in advance all courses taken through the teacher education program. Students, evaluated by the department and found to be lacking sufficient preparation for the graduate courses in mathematics, are required to take the necessary prerequisites as determined by the Graduate Committee in the Department of Mathematics and Computer Science.

Area A - Nature of the Learner (Minimum of 3 semester hours)

- PSYC 5515 Educational Psychology
- PSYC 5555 Conditions of Learning
- SPED 5501 Exceptional Children and Youth**

Area B - Programs and the Problems of Schools (Minimum of 3 semester hours)

- EDUC 5509 Philosophy of Education
- EDUC 5538 Curriculum Planning
- EDUC 5533 Methods and Materials in Teaching Secondary School Mathematics
- EDUC 5531 Mathematics Concepts for Secondary School Mathematics

Area C - Teaching Field (Minimum of 15 semester hours)

- MATH 5111 Theory of Numbers
- MATH 5112 Linear Algebra**
- MATH 5113 Modern Algebra I*
- MATH 5114 Modern Algebra II
- MATH 5211 Fundamental Concepts of Analysis I*
- MATH 5212 Fundamental Concepts of Analysis II
- MATH 5311 Geometry for Teachers**
- MATH 5312 Foundations of Geometry*
- MATH 5313 Modern Geometry*

Area D - Research (Minimum of 3 semester hours)

- EDUC 5501 Educational Research*
- MATH 5412 Methods of Statistical Analysis**

Area E - Electives (Minimum of 3 semester hours)

(Courses may be chosen from either the following courses or from courses in area C above).

- MATH 5202 Technology Oriented Mathematics
- MATH 5213 Complex Analysis



- MATH 5214 Differential Equations
- MATH 5215 Numerical Analysis
- MATH 5414 Introduction to Operations Research
- MATH 5670 Special Topics in Mathematical Sciences

* Required course

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

Total Hours Required 36 hours

DEGREE PROGRAMS

COURSE DESCRIPTIONS

MATH 5011—Foundations of Arithmetic for Teachers I*** 3(3-0)

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

MATH 5012—Foundations of Arithmetic for Teachers II*** 3(3-0)

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

MATH 5110—Algebraic Structures for Teachers*** 3(3-0)

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

MATH 5111—Theory of Numbers 3(3-0)

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

MATH 5112—Linear Algebra 3(3-0)

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

MATH 5113-5114—Modern Algebra I & II 6(3-0)

Groups, permutation groups, finite groups, group mappings, rings, ideals, quotient rings, fields, finite fields, polynomial rings, field extensions, vector spaces, dual spaces, algebra of linear transformations. *Prerequisite: graduate standing.*

MATH 5202—Technology-Oriented Mathematics 3(3-0)

Applications of mathematical software and graphic calculators in doing and teaching mathematics. Problem solving and simulations using software such as Mathematics, Maple V, Math Lab and statistical packages.

MATH 5211-5212—Fundamental Concepts of Analysis I & II 6(3-0)

Sets and functions, real number system, topological concepts in real Cartesian spaces, sequences, limits, continuity, uniform continuity, differentiation and integration, convergence, uniform convergence. *Prerequisite: graduate standing.*

MATH 5213—Complex Analysis 3(3-0)

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

MATH 5214—Differential Equations 3(3-0)

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



MATH 5215—Numerical Analysis 3(3-0)

Nature of error, Gaussian elimination for linear systems; iteration, Newton's method, steepest descent for nonlinear systems, zeros of polynomials and interpolation. *Prerequisite: MATH 5211 or consent of instructor.*

MATH 5311—Geometry for Teachers* 3(3-0)**

Points, lines, planes, parallel and perpendicular lines, congruence, similarity, measurement, constructions, space figures, analytical geometry and non-Euclidean Geometry. *Prerequisite: Graduate standing.*

MATH 5312—Foundations of Geometry 3(3-0)

Euclidean and non-Euclidean geometry, including incidence, order and the parallel postulate. *Prerequisite: Graduate standing.*

MATH 5313—Modern Geometry 3(3-0)

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

MATH 5314—Introduction to Point Set Topology 3(3-0)

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

MATH 5410—Probability and Statistics for Teachers* 3(3-0)**

Probability, gathering and recording data, construction and use of tables, tabulating and graphing percentiles, mean and standard deviation, frequency distributions, normal distribution and statistical interference correlation. *Prerequisite: consent of instructor.*

MATH 5412—Methods of Statistical Analysis 3(3-0)

Estimation and inference using basic probability distributions, analysis of variance, analysis of covariance, regression, correlation and basic experimental design. *Prerequisite: a previous course in statistics.*

MATH 5414—Introduction to Operations Research 3(3-0)

Linear programming, the simplex method, network theory, games theory, Markov analysis; other topics including inventory analysis and queuing theory. *Prerequisite: graduate standing.*

MATH 5511—History of Mathematics 3(3-0)

Growth and development of the discipline of mathematics from antiquity to modern times. Special emphasis given to the evolutionary character of the principal ideas of modern mathematics.

MATH 5670—Special Topics in Mathematical Sciences 3(3-0)

An exploration of special topics of current interest in the mathematical sciences. *Prerequisite: consent of instructor.*

*** No credit is given towards the graduate program in Mathematics Education. (See courses on page 87)

MIDDLE GRADES EDUCATION

The basic objective of the Masters of Education program in Middle Grades Education is to provide teachers with the opportunity to:

1. Compare their teaching practices with current research-based practices and make changes where necessary;
2. Extend their knowledge and skills in a chosen area of educational interest;
3. Present intellectually challenging thoughts and practices to students;
4. Integrate new materials and methods of teaching into students' teaching repertoire;
5. Encourage interest in conducting research;
6. Increase competencies in research techniques; and
7. Increase students' ability to recognize relevant research, which they can use to become more effective in their classrooms.

As students progress through the program, they should increasingly incorporate the following six characteristics/traits into their interpersonal skills: facilitation, humanness, knowledgeable, motivation, multiculturalism, and solution generation. As the program builds the desire to strengthen these traits, it reinforces the following key components of a middle school:



1. A curriculum that is challenging, integrative, and exploratory;
2. Varied teaching and learning approaches;
3. Assessment and evaluation that promotes learning;
4. Flexible classroom organization structures;
5. Instruction which fosters health, wellness, safety; and
6. Comprehensive guidance and support services.

This program leads to the LEVEL 5 certification in Middle Grades Education and is designed to prepare teachers to work with children in grades four through eight.

PLANNED DEGREE PROGRAM

Area A - Nature of the Learner

3 hrs

- PSYC 5530 Adolescent Psychology
 SPED 5547 Behavioral Management of Exception Children
 PSYC 5515 Educational Psychology

Area B - Programs and Problems of the School

6 hrs

- EDUC 5509 Philosophy of American Education
 MGED 5541 Nature & Curriculum Needs of Middle Grade Students

Area C - Teaching Field (Minimum of 15 hours)

15 hrs

Mathematics

- MGED 5532 Methods & Materials for Teaching
 Mathematics in Middle Grades
 MGED 5530 Math Concepts in Middle Childhood Education
 MATH 5202 Technology Oriented Mathematics

Language Arts

- MGED 5520 Language Arts Concepts for Middle Childhood
 READ 5503 Improving Reading Instruction for Middle School
 ENGL 5515 Advanced Exposition for Teachers

Science

- EDUC 5570 Strategies of Instruction in Science
 PHYS 5500 Earth Science

Social Science

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

Area D - Research (Minimum of 6 hours)

6 hrs

- EDUC 5501 Educational Research
 EDUC 5500 Educational Statistics

DEGREE PROGRAMS



Area E - Middle Grades Electives (Minimum of 6 hours)

6 hrs

- EDUC 5502 Action/Classroom Research
- EDUC 5540 Curriculum Principles
- PSYC 5515 Educational Psychology
- SPED 5501 Exceptional Children
- SPED 5547 Behavioral Management of Exceptional Children

Total Required Hours 36 hours

Some Acceptable Courses for Substitutions

(Substitutions must be approved by your advisor)

- EDAS 5501 Introduction to Organizational Leadership (Area E)
- EDUC 5500 Educational Statistics (Area D or E)
- EDUC 5540 Curriculum Principles (Area B or E)
- SPED 5501 Exceptional Children and Youth (Area E)

COURSE DESCRIPTIONS

ARST 5501—Art Education for Children 3(3-0)

Materials, methods and curricula for an elementary art program. Emphasis is on developing procedures and understanding of media for use in the instruction of children at the elementary level.

MGED 5520—Language Arts Concepts for Middle Childhood 3(3-0)

Focuses on the language arts instructional program for early adolescent students.

MGED 5530—Mathematics Concepts for Middle Childhood Education 3(3-0)

Study of the following as they relate to the learning and teaching of middle grade mathematics: strategies and materials, the child's mathematical development and understanding and assessment.

MGED 5532—Methods and Materials of Teaching Middle Grades Mathematics 3(3-0)

Instructional materials and evaluation in teaching mathematics in the middle school.

MGED 5534—Topics in School Mathematics Curriculum 3(3-0)

In-depth study of one or two topics which are included in the school mathematics curriculum. May be repeated for credit when topics change.

MGED 5535—Topics in Middle Childhood Mathematics 3(3-0)

An integrated approach to content and methods for teaching selected topics in mathematics appropriate for the middle childhood curriculum. An in-depth investigation of selected topics including number theory, graphs, measurement, problem solving, applications, calculators and assessment materials and techniques.

MGED 5541—Nature and Curriculum Needs of the Middle Grades Student 3(3-0)

An integrated in-depth study of the middle grades children with particular reference to their unique characteristics and needs. Selected topics will cover the historical development of the middle school, program goals, principles of curriculum development, organizational design of the middle school, instructional strategies, and multiple authentic assessments.

MGED 5572—Methods and Materials of Teaching Science 3(3-0)

Activities are selected from the newer curricula projects to give students an overview of each one at various grade levels. These activities are selected from environmental science; early science curriculum project; science curriculum improvement study; science: a process approach; elementary science and others.



MGED 5581—Methods and Materials in Teaching Social Studies 3(3-0)

This course covers instructional procedures, materials and evaluation in teaching social sciences.

SSCI 5580 — Social Studies Concepts and Issues 3(3-0)

The application of basic social science concepts, skills and processes to the analysis of critical social issues. An interdisciplinary, analytic approach to defining, analyzing and evaluating alternative solutions to local, national and international issues will be undertaken.

SSCI 5582 — Young Child and His or Her Culture 3(3-0)

Study of the social, political, geographic, economic and technological forces that shape the child's world. Emphasis on the concomitant skills of the presentation of relevant information about such forces.

SSCI 5583 — Social Studies for Global Understanding 3(3-0)

Social sciences concepts related to a global perspective will be explored through methodologies of history and the social sciences. Students will be encouraged to clarify their own values regarding a global perspective of education.

SSCI 5584 — Concepts and Problems in Law-Related Education 3(3-0)

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

MUSIC EDUCATION

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

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 must have an undergraduate degree in Music Education, an L-4 certificate in music, or equivalent course work to qualify for an L-4 certificate.

Objectives

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

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 researchers in the field of aesthetics and music education.
4. Perform on applied instrument or voice, and/or demonstrate instrumental or choral conducting ability that is at a level consistent with training and experience expected of a graduate musician.
5. Demonstrate the ability to interpret and articulate methods of acquiring musical facility through applied teaching.
6. Critically appraise reference works in music and music education.
7. Formulate predictions about trends/directions in music education, based upon past and current trends, and experiences.
8. Apply theories of learning in traditional as well as non-traditional arenas of music education.
9. Engage in professional dialogue with confidence and authority.

Comprehensive Examination Policy

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 taken during the final two semesters of the program. A student is eligible to take the comprehensive examination only if the GPA is 3.0 or higher. Failure to pass the third attempt will result in termination from the degree program.



PLANNED PROGRAM FOR MUSIC EDUCATION

Area A - Nature of the Learner and Learning Problems

12 hrs

(Required 12 semester hours are to be taken from the following courses.)

EDUC 5500	Educational Statistics	3 hrs
SPED 5501	Exceptional Children	3 hrs
MUSC 5040	Foundations/Graduate Study	3 hrs

Area B - Musical Studies

13 hrs

(Required 13 semester hours are to be taken from the following courses or from others appropriate to the program.)

MUSC 5009	Ensemble	1 hrs
MUSC 5015	Harmony	3 hrs
MUSC 5016	Sight Singing/Dictation	3 hrs
MUSC 5033	Music History I	3 hrs
MUSC 5034	Music History II	3 hrs
MUSC 5035	Contemporary Music	3 hrs
MUSC 5049	Advanced Form and Analysis	3 hrs
MUSC 6000	Graduate Applied Concentration	2 hrs
MUSC 6003	Analysis/Musical Styles	3 hrs

Area C - Professional Studies

12 hrs

(12 semester hours are required from the courses suggested below or others appropriate to the program)

MUSC 5023	Special Problems in Music Education	3 hrs
MUSC 5041	Advanced Studies in Teaching General Music	3 hrs
MUSC 5042	Music in Early Childhood Education	3 hrs
MUSC 5048	Studies/Musical Aesthetics	3 hrs
MUSC 6041	Directed Study in Music Education	3 hrs
MUSC 6046	Practicum in College Teaching	3 hrs

Area D - Research Studies

3 hrs

(3 semester hours required)

EDUC 5501	Educational Research	3 hrs
Total Required Hours		40 hrs

COURSE DESCRIPTIONS

MUSC 5000—Graduate Secondary Applied Instrument or voice 1(1-0)

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

MUSC 5001—Piano Class 2(2-0)

Techniques and materials for advanced group study of piano.

MUSC 5002—Wind Class 2(2-0)

Techniques and materials for advanced group study of wind instruments.



MUSC 5003—Brass Class	2(2-0)
Techniques and materials for advanced group study of brass instruments.	
MUSC 5004—String Class	2(2-0)
Techniques and materials for advanced group study of string instruments.	
MUSC 5005—Percussion Class	2(2-0)
Techniques and materials for advanced group study of percussion instruments.	
MUSC 5006—Voice Class	2(2-0)
Techniques and materials for advanced group study of voice.	
MUSC 5007—Band	1(1-0)
Participation in marching or concert band. Open to all students who qualify through auditions.	
MUSC 5008—Choral Group	1(1-0)
Participation in concert choir. Open to all students who qualify through auditions.	
MUSC 5009—Ensemble	1(1-0)
Participation in (a) band, (b) orchestra, (c) jazz and (d) other ensemble approved by the major advisor.	
MUSC 5010—Concentration Recital	2(2-0)
Preparation and performance of a formal recital under the direction of applied instructor. One-hour performance is required.	
MUSC 5011—Orchestration I	2(2-0)
Characteristics of orchestral instruments and arranging for ensembles and orchestra.	
MUSC 5012—Orchestration II	2(2-0)
Special techniques of orchestral instruments, orchestration analysis, and advanced arranging. <i>Prerequisite: MUSC 5011 or the equivalent.</i>	
MUSC 5013—Arranging for Band	2(2-0)
Arranging for modern concert band.	
MUSC 5014—Arranging for Chorus	2(2-0)
Arranging for large and small vocal ensembles with and without accompaniment. <i>Prerequisite: MUSC 5011 or the equivalent.</i>	
MUSC 5015—Harmony	2(2-0)
An intensive review of part writing and analysis. (Not applicable to the Master's degree when the concentration is music theory.)	
MUSC 5016—Sight Singing and Dictation	3(3-0)
An intensive review of sight-singing and dictation skills. (Not applicable to the Master's degree when the concentration is music theory.)	
MUSC 5017—Jazz Arranging	2(2-0)
Contemporary arranging techniques for large and small jazz ensembles.	
MUSC 5020—Teaching Music as a Related Art	3(3-0)
Relating music to the other arts in a secondary school humanities or allied arts program.	
MUSC 5021—Music in Urban Life	3(3-0)
Music as it is experienced in the context of urban living in the United States at all socioeconomic levels. Emphasis will be on the promotion, programming and social impact of all forms and styles of music.	



MUSC 5023—Special Problems in Music Education	3(3-0)
Current trends in the practice of music teaching.	
MUSC 5033 — Music History	3(3-0)
Intensive review of the history of western music from 680-1750. (Not applicable to major in music history.)	
MUSC 5034 — Music History II	3(3-0)
Intensive review of the history of western music from 1750 to present.	
MUSC 5035 — Contemporary Music	3(3-0)
Music literature from impressionism to the present.	
MUSC 5040 — Foundations for Graduate Study in Music Education	3(3-0)
Intensive study of historical, philosophical, and psychological foundations and principles associated with the teaching of music.	
MUSC 5041 — Advanced Studies in Teaching General Music	3(3-0)
Basic literature and techniques for teaching music in the general classroom at all levels.	
MUSC 5042 — Music in Early Childhood Education	3(3-0)
Planning music experiences for young children in early school years, with emphasis on practical aspects in a creative and artistic approach.	
MUSC 5048 — Studies in Musical Aesthetics	3(3-0)
Major aesthetic systems as related to musical problems.	
MUSC 5049 — Advanced Form and Analysis	3(3-0)
Advanced structural and stylist analysis of the common practice period.	
MUSC 6000 — Graduate Applied Concentration	3(3-0)
Combination of lectures and laboratory work. Prerequisite: Consent of instructor and audition.	
MUSC 6003 — Analysis of Musical Styles	3(3-0)
Analysis and composition in selected styles, 600-1650.	
MUSC 6041 — Directed Study in Music Education	3(3-0)
The student undertakes a research project on some facets of music education. Project culminates with a formal paper.	
MUSC 6046 — Practicum in Music Education	3(3-0)
Supervised study in an approved instructional setting includes evaluation of strength and opportunities for presentation.	

SCIENCE EDUCATION

The Department of Natural Sciences of the College 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, 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 L-4 certification or who have completed basic prerequisite course work in science education. This program leads to LEVEL 5 certification in science education.

The goals of the Department of Natural Sciences are as follows:

1. To help students understand the basic concepts and principles inherent in the body of knowledge of science.
2. To allow students the opportunity to become familiar with and comfortable using the scientific method.
3. To help develop rational thinking in our students. (Science is a cognitive tool used in all intellectual endeavors).



4. To sensitize the future citizenry concerning the role that science and technology play in modern society to foster interests, appreciation, positive attitude, and cultural values in harmony with the scientific enterprise.
5. To prepare students for entrance into graduate and professional schools.
6. To prepare students for professional employment in the sciences, including teaching biology and chemistry.

The degree requires 36 semester hours, with 15 hours in the cognate field.

Comprehensive Examination

In partial fulfillment of the M.Ed. degree in Science Education, students are required to pass a comprehensive examination. This examination is administered the semester of expected graduation or upon completion of required coursework. A student is only eligible to take the comprehensive examination only if his/her grade point average is 3.0 or higher in Area C of the degree-planned program. Students may not take the comprehensive examination more than once in an academic semester. A third failure on the comprehensive examination results in automatic termination from the degree program.

The purpose of the comprehensive examination is to assess the student's knowledge of learning experiences that have been introduced in the Master's degree in Science Education (Biology and 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 3 hours required) 3 hrs

- PSYC 5515 Educational Psychology
- PSYC 5530 Adolescent Psychology
- PSYC 5552 Conditions of Learning

Area B* - Program and Problems of the School (Minimum of 3 hours required) 3 hrs

- EDUC 5538 Curriculum Planning
- EDUC 5540 Curriculum Principles
- EDUC 5570 Strategies of Instruction in Science**

Area C* - Teaching Field Courses *** (Minimum of 15 hours required) 15 hrs

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

Cognate Fields (Core)*** (Minimum of 6 hours from Biology or Chemistry) 6 hrs

- BIOL 5501 Selected Topics in Botany
- BIOL 5502 Selected topics in Zoology
- BIOL 5503 Selected topics in Human Biology
- CHEM 5501 Inorganic Chemistry
- CHEM 5502 Organic Chemistry
- CHEM 5503 Analytical Chemistry

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

Area D - Research and Statistics (Minimum of 3 semester hours) 3 hrs

- EDUC 5500 Educational Statistics +
- EDUC 5501 Educational Research**

Area E - Electives (Minimum of 3 semester hours) 3 hrs

- SPED 5501 Exceptional Children and Youth ++

Total Hours Required 36 hrs

* Minimum of 9 semester hours from Areas A & B

** Required course



*** Minimum of 15 semester hours from area C (six hours of core courses are required). In the chemistry program, core courses may be omitted if a departmental proficiency exam is passed. The student would complete 15 hours of advanced courses.

+ Required for research course. Passing an examination can satisfy course requirements.

++ Required only if not previously fulfilled.

COURSE DESCRIPTIONS

BIOL 5501—Selected Topics in Botany 3(3-0)

This course will emphasize the principles of vascular plant function, including transduction of water and solutes, photosynthesis, respiration and hormonal regulation of growth and development.

BIOL 5502—Selected Topics in Zoology 3(3-0)

This course will emphasize basic concepts of invertebrate zoology. The students (in-service teachers) in the course will help determine course content based upon their specific needs.

BIOL 5503—Selected Topics in Human Biology 3(3-0)

This course will emphasize various aspects of human morphology and physiology. The topics will be selected to reflect the interests and needs of the students participating in the course.

BIOL 5504—Ecology 3(3-0)

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

BIOL 5505—Biology of the Invertebrates 3(3-0)

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.

BIOL 5506—Genetics 3(3-0)

A review of the basic principles of inheritance and classical genetics with detailed emphasis on molecular genetics, population and eugenics will be covered in this course.

BIOL 5507—Vegetation of South Georgia 3(3-0)

This course will include a study of the common trees, 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.

BIOL 5508—Parasitology 3(3-0)

A detailed study of the common parasites of man and domestic animals will be investigated in this course. Some emphasis will be placed on life cycles and vectors.

BIOL 5509—Mammalian Anatomy 3(3-0)

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.

BIOL 5510—Microbiology 3(3-0)

This course will emphasize concepts and principles of bacteria, fungi and other microbial groups. Some attention will be given to morphological, physiological and biochemical relationships in these groups.

BIOL 5511—Nonvascular Plants 3(3-0)

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.


BIOL 5512—Vascular Plants 3(3-0)

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.

BIOL 5513 — Mammalian Physiology 3(3-0)

This course will emphasize the homeostatic mechanisms of such organ systems as cardiovascular, nervous, gastrointestinal, respiratory and genital urinary.

BIOL 5514 — Biological Chemistry 3(3-0)

This course is a study of the biologically important compounds and their formation and reactions in living systems.

BIOL 5515—Selected Topics in Biology 3(3-0)

This course will enhance and reinforce biological concepts and principles for biology teachers. Emphasis will also be placed on biology methodology and computer utilization for middle grades and secondary teachers.

BIOL 5516—Innovative Developments in Biology 3(3-0)

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.

BIOL 5517—Selected Topics in Ecology 3(3-0)

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.

BIOL 5518—Biotechnology 3(3-0)

This course will emphasize the study of gene structure and regulation. Consideration will be given to DNA structure and replication, RNA transcription and processing, protein synthesis and the mechanisms which regulate gene expression. Emphasis will be placed on the study of the above topic using application of the new biotechnology.

BIOL 5519—Plant Biology 3(3-0)

Particular attention will be placed on the identification, selection and use of materials for correlating the study of plants with other subjects. The teacher will develop a base of knowledge that will enhance his/her effectiveness in planning and executing laboratory and field exercises in botany that complement lecture presentation.

BIOL 5520—Evolution and the Nature of Science 3(3-0)

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 that challenge contemporary man.

CHEM 5501—Inorganic Chemistry 3(3-0)

This course will emphasize periodic relationship of the elements and their compounds, including those less commonly encountered. Bonding, reaction mechanism, complexes and stereochemistry are among the topics discussed.

CHEM 5502—Organic Chemistry 3(3-0)

Organic chemistry is the study of the structure and reactivities of organic compounds, including a discussion of molecular structure-spectral interpretation.

CHEM 5503—Analytical Chemistry 3(3-0)

This course will emphasize solution equilibrium as applied to volumetric and gravimetric analysis. Methodologies of selective ion analysis and absorption spectroscopy separation will be investigated, also.

**CHEM 5521—Physical Chemistry 3(3-0)**

This course will emphasize principles and thermodynamics, molecular structures, kinetics and quantum theory as a basis for interpreting and interrelating the properties of matter.

CHEM 5523—Advanced Analytical Chemistry 3(3-0)

This course is designed to introduce the advanced theories and methods of analytical chemistry.

CHEM 5524—Instrumental Methods of Analysis 3(3-0)

This course will emphasize the special advanced concepts of instrumental measurements of physical and chemical properties.

CHEM 5525—Special Topics in Organic Chemistry 3(3-0)

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. Topics that may be considered are stereoisomerism, heterocycles, alkaloids, organic mechanisms and structure-activity relationships.

PHYS 5500—Earth Science 3(3-0)

Exploration of basic concepts and processes in the earth sciences. Content areas include astronomy, geology and meteorology. Strategies of teaching earth science in the middle and high schools will be explored, also.

PHYS 5501—Foundations of Physical Science 3(3-0)

Foundations of Physical Science is the study of basic principles of physical science and their relation to the teaching of science in the elementary school.

PHYS 5530-5531—Introductory Physical Science 3(3-0)

This course is designed to prepare students to learn introductory physical science in the secondary school. This course updates and enlarges the student's knowledge in physical science and familiarizes him/her with the materials and methods utilized in I.P.S.

PHYS 5547—Introduction to Oceanography 3(3-0)

This course emphasizes physical, chemical, geologic and biologic characteristics of the oceans and the interaction between the hydrosphere, atmosphere and biosphere.

PHYS 5548—Introduction to Astronomy 3(3-0)

This course will emphasize topics related to the theory and consideration of planets, the solar system, stars, galaxy and universe, including the study of constellations, historical overview, astronomy and laws of planetary motion.

PHYS 5549—Weather and Climate 3(3-0)

This course emphasizes an introduction to the study of the profiles and dynamics of air masses and an overview of system to climatic effects and global distribution of climates.

PHYS 5551—Mathematics of Physics I 3(3-0)

This course will emphasize algebra of vectors, vector calculus, divergence, gradient, curl, line integrals, surface integrals, divergence of theorem of Gauss, Stokes' theorem, conservative fields, orthogonal curvilinear coordinates, matrices and eigenvalue problems.

PHYS 5552—Mathematics of Physics II 3(3-0)

This course will emphasize derivation and solution of partial differential equations of physics, wave equation and Laplace's equation, Schroedinger's equation, power series solution of ordinary differential equations, and special functions of mathematics physics, Fourier series, Sturm-Liouville system, complex analysis and integration will be considered, also.

PHYS 5564—Science Concepts 3(3-0)

Focus on the understanding and application of scientific processes and major concepts relevant to the teaching of middle childhood science.



PHYS 5645—Physics for Secondary School Teachers 3(3-0)

This course is designed to both refresh and enlarge the high school teacher's knowledge of general physics.

PHYS 5646—Modern Physics for Secondary Teachers I 3(3-0)

This course is designed to provide students an introduction to special relativity, quantum mechanics and atomic structure. *Prerequisite: general physics.*

PHYS 5647—Modern Physics for Secondary Teachers II 3(3-0)

This course is designed to provide students an introduction to x-ray spectra, molecular structure, solid-state physics, nuclear structure and nuclear reactions. *Prerequisite: PHYS 5646*

PHYS 5660—Classical Mechanics I 3(3-0)

This course will emphasize elements of Newtonian mechanics, motion of particles in various dimensions, motion of system of particles, rigid bodies, gravitational and coordinate systems.

PHYS 5661—Classical Mechanics II 3(3-0)

This course will emphasize mechanics of continuous media, Lagrange's equations, tensor algebra, inertia and stress tensors, rotation of a rigid body and theory of small vibrations. *Prerequisite: consent of instructor.*

PHYS 5670—Electricity and Magnetism I 3(3-0)

This course will emphasize electrostatics, steady currents and the magnetic properties of matter.

PHYS 5671—Electricity and Magnetism II 3(3-0)

This course will emphasize the development of field theory leading to Maxwell's equations, plane waves and solutions of Maxwell's equations. *Prerequisite: consent of instructor.*

PHYS 5681—Introduction to Quantum Mechanics 3(3-0)

This course will emphasize 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.

PHYS 5685—Seminar in the Teaching of Physics 3(3-0)

This course will emphasize methods of teaching physics stressing the planning of curricula and laboratory programs.

SPECIAL EDUCATION

The M.Ed. degree programs in Special Education lead to LEVEL 5 certification in Interrelated Special Education (mildly disabled) and Intellectual Disabilities (MR). Any person who has L-4 certification in a teaching field, or who has completed a four-year degree program outside the field of teaching and meets the other admission criteria, may pursue the master's level programs. A degree in intellectual disabilities leads to certification in mental retardation. (Add-on certification requires a passing score on Praxis I for admission and a passing score on Praxis II prior to the practicum.)

Degree Program Requirements

I. Interrelated

Area A - Nature of the Learner

3 hrs

- ECEC 5500 Child Development
- EDUC 5555 Clinical Approach to Classroom Analysis
- PSYC 5509 Introduction to Behavior Modification
- PSYC 5515 Educational Psychology
- PSYC 5520 Developmental Psychology
- PSYC 5555 Conditions of Learning
- SPED 5542 Behavior Modification for Special Education



Area B - Programs and Problems

3 hrs

- EDUC 5504 History of American Education
- EDUC 5509 Philosophy of Education
- EDUC 5512 Sociology of Inner City Child (or equivalent)
- EDUC 5538 Curriculum Planning
- EDUC 5540 Curriculum Principles

Area C - Teaching Field

24 hrs

- READ 5555** Diagnosis and Remediation in Reading (or equivalent)
- SPED 5501** Exceptional Child
- SPED 5512** Characteristics of Children and Youth with Mild Learning, Intellectual and/or Behavioral Disabilities
- SPED 5524* Instructional Strategies for Teaching the Mildly Disabled
- SPED 5530 Counseling Parents of Exceptional Children
- SPED 5545* Educational Assessment of Exceptional Children
- SPED 5563 Issues in Interrelated Special Education
- SPED 5580 Directed Studies in Research and Readings in Special Education
- SPED 5590 Teaching of Reading and Math to Exceptional Learners
- SPED 5570* Practicum in Interrelated Special Education

*Required course.

**Required unless previously fulfilled.

Area D - Research

3 hrs

- EDUC 5501 Educational Research

Area E - Minimum of three semester hours required

3 hrs

- EDUC 5500 Educational Statistics (or equivalent)

Total Required Hours 36 hrs.

II. Intellectual Disabilities (MR)

Area A - Nature of the Learner

3 hrs

- ECEC 5500 Child Development
- EDUC 5555 Clinical Approach to Classroom Analysis
- PSYC 5509 Introduction to Behavior Modification
- PSYC 5515 Educational Psychology
- PSYC 5520 Developmental Psychology
- PSYC 5555 Conditions of Learning
- SPED 5542 Behavior Modification for Special Education

Area B - Programs and Problems of the School

3 hrs

- EDUC 5504 History of American Education
- EDUC 5509 Philosophy of Education
- EDUC 5512 Sociology of Inner City Child (or equivalent)
- EDUC 5538 Curriculum Planning
- EDUC 5540 Curriculum Principles

Area C - Teaching Field

24 hrs

- READ 5555 Diagnosis and Remediation Reading (or equivalent)
- SPED 5501* Exceptional Child
- SPED 5515 Nature and Characteristics of Intellectual Disabilities
- SPED 5525* Instructional Strategies for Intellectual Disabilities
- SPED 5530 Counseling Parents of Exceptional Children
- SPED 5545* Educational Assessment of Exceptional Children
- SPED 5563* Issues in Interrelated Special Education
- SPED 5573 Practicum in Intellectual Disabilities
- SPED 5580 Directed Studies in Research and Reading in Special Education
- SPED 5590 Teaching of Reading and Math to Exceptional Learners

*Required course.

Area D - Research

3 hrs

- EDUC 5501 Educational Research



Area E - Minimum of three semester hours required	3 hrs
EDUC 5500 Educational Statistics (or equivalent)	
Total Required Hours	36 hrs

COURSE DESCRIPTIONS

SPED 5501—Exceptional Child **3(3-0)**

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

SPED 5512—Characteristics of Children and Youth with Mild Learning, Intellectual, and/or Behavioral Disabilities **3(3-0)**

A study of the commonality of characteristics leading to the identification, placement and service models for children with mild learning and behavior problems. *Prerequisites: SPED 5501 or SPED 2230.*

SPED 5515—Nature and Characteristics of Intellectual Disabilities **3(3-0)**

Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate, and mild levels. *Prerequisites: SPED 5501 or SPED 2230.*

SPED 5522—Teaching the Preschool Exceptional Child **3(3-0)**

This course emphasizes the methods, modes of evaluating and other skills required for the teaching of preschool handicapped infants and toddlers. The areas to be covered include stimulation training, readiness programming, academic and social awareness and services delivery systems.

SPED 5524—Instructional Strategies for Teaching the Mildly Disabled **3(3-0)**

Principles, implementation and evaluative criteria for inclusion of systematic instruction, task analysis and behavioral management used for the instruction of children/youth with mild learning and behavioral problems. *Prerequisites: SPED 5501 or SPED 2230.*

SPED 5525—Instructional Strategies for Intellectual Disabilities **3(3-0)**

The cyclical process of assessment, planning, implementation and evaluation is emphasized. Teaching methods and materials for group instruction, as well as individualized instruction are highlighted.

SPED 5530 — Counseling Parents of Exceptional Children **3(3-0)**

A study of parent involvement in the delivery of services to handicapped children focuses on individualized educational programming, counseling approaches and agency involvement.

SPED 5542 — Behavior Modification for Special Education Students **3(3-0)**

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

SPED 5545 — Educational Assessment of Exceptional Children **3(3-0)**

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.

SPED 5547— Behavior Management of Exceptional Children **3(3-0)**

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles are the primary theoretical systems that are explored.

SPED 5563 — Issues in Interrelated Special Education **3(3-0)**

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addressed and studied.



SPED 5570 — Practicum in Interrelated Special Education 3(3-0)

Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children in interrelated educational settings.

SPED 5573 — Practicum in Intellectual Disabilities 3(3-0)

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the area of intellectual disabilities.

SPED 5580 — Directed Studies in Research and Readings in Special Education 3(3-0)

Intensive study in selected areas in the field of special education with application of knowledge in written format, such as, a grant proposal, research article or journal publication. *Advisor's permission is required.*

SPED 5590 — Teaching of Reading and Math to Exceptional Learners 3(3-0)

A study of specialized reading and math techniques and strategies for use with students with learning disorders. Includes diagnosis, remediation, determination of readability levels, error analysis and corrective strategies.

SCHOOL COUNSELING

Albany State University's College of Education, Department of Counseling, Educational Leadership, and Foundations, offers a Master of Education degree in School Counseling. Developmental guidance and counseling provides the knowledge and application base for the program. It emphasizes a realistic approach to helping all school children on all grade levels. The underlying conviction of the developmental guidance and counseling program is that the school counselor is a professional who demonstrates humanness, provides motivation, facilitates problem solving, values diversity and provides multicultural leadership and effectively utilizes counseling competencies with children and adolescents. The program encompasses a comprehensive overview of the many roles and professional activities of contemporary school counseling.

The 36-semester hour program consists of five areas of study, including: 1) nature of the learners; 2) foundation of education; 3) professional studies; 4) research; and 5) electives. Any graduate student pursuing School Counseling Certification or a Master of Education Degree in School Counseling must successfully satisfy the following course requirements before taking any other courses listed under Professional Studies Area C:

- (1) **EDUC 5501** Educational Research
- (2) **SECD 5505** Developmental Guidance and Counseling, Principles, Organization and Administration

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.

Clinical Experience

A series of supervised clinical experiences in the public school setting is provided to all students in the program. All prerequisites listed below must be met before any graduate student can register for any clinical experience.

Prerequisites for M.Ed. Degree Candidates

All of the following must be satisfied before registering for SECD 5570, SECD 5571 or SECD 5595:

- 1. SECD 5505 Fundamentals and Theories of Counseling.
- 2. Praxis I Examination (for initial certification candidates only).
- 3. Advisors approval.

Prerequisites for Certification Candidates only

- 1. All required graduate course work listed under Area C on the Planned Program of study, minimally 24 semester hours.
- 2. Praxis II in School Counseling.
- 3. All school counseling program requirements satisfied.

PROOF OF PROFESSIONAL LIABILITY INSURANCE COVERAGE IS REQUIRED IN ADVANCE OF REGISTERING FOR SECD 5595, SECD 5570 AND SECD 5571.



Program Completion

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

1. Credit hours usable in the planned program must not be older than six calendar years at the time the degree is completed.
2. Complete an Application for Graduation at least two semesters prior to course/program requirement completion.
3. Maintain a cumulative 3.0 grade point average or better in graduate course work with no grade below a "B" in any School Counseling course.
4. Include as a minimum, 24 semester hours of graduate professional courses in Area C.
5. Except for a maximum of nine semester hours of transfer credit, all credit hours used in completion of the M.Ed. in School Counseling must be earned in residence at Albany State University.
6. Pass either the Georgia Teacher Certification Test Field in School Counseling or the Praxis Specialty Examination in Counseling and Guidance.
7. Satisfy the Praxis I Examination if pursuing initial certification in the state of Georgia.
8. Satisfy the College of Education's Comprehensive Examination.
9. Satisfy the School Counseling Program's Clinical Experience requirement (SECD 5570 and SECD 5571 or SECD 5595) in residence at Albany State University. *Students may take SECD 5570, after they have taken nine (9) semester hours of school counseling courses.*

Program Planned Degree

Area A - Nature of the Learner

3 hrs

- | | | |
|------|------|---|
| ECEC | 5500 | Child Development |
| ECEC | 5560 | Counseling in Early Childhood Education |
| ECEC | 5570 | Theories of Play |
| SPED | 5501 | Exceptional Child |
| SPED | 5545 | Educational Assessment |
| EDUC | 6600 | Advanced Educational Psychology |

Area B - Foundation

3 hrs

- | | | |
|------|------|--|
| EDUC | 5509 | Philosophy of Education |
| EDUC | 5512 | Sociology of Inner-City Child |
| EDUC | 5518 | Issues in Early Childhood Education |
| EDUC | 5538 | Curriculum and Planning Elementary & Secondary |
| EDAS | 6733 | Educational Policy |
| EDAS | 6740 | Urban Life and Educational Leadership |
| EDAS | 6648 | Economics of Education |
| EDAS | 6685 | School and Community Relations |

Area C - Professional Studies

24 hrs

- | | | |
|------|------|--|
| SECD | 5500 | Fundamental and Theories of Counseling |
| SECD | 5505 | Developmental Guidance and Counseling, Principles, Organization and Administration * |
| SECD | 5510 | Tests and Measurements |
| SECD | 5515 | Group Counseling * |
| SECD | 5516 | Individual Counseling and Assessment |
| SECD | 5520 | Multi-Cultural Counseling * |
| SECD | 5525 | Counseling in Elementary School ** |
| SECD | 5526 | Counseling in Middle School ** |
| SECD | 5527 | Counseling in Secondary School ** |



- SECD 5530 Career Counseling and Developmental Guidance
- SECD 5535 Strategic Interventions for School Behavior Problems*
- SECD 5540 School Counseling Consultation
- SECD 5555 Directed Independent Study
- SECD 5560 Computer Application in School Counseling and Guidance
- SECD 5570 Practicum I *
- SECD 5571 Practicum II *
- SECD 5575 Selected Topics in School Counseling and Guidance
- SECD 5595 Internship
- SECD 5596 Thesis

* Required course

** One of the following three courses is required: SECD 5525, 5526, or 5527

Area D: Research Methodologies

3 hrs

- EDUC 5501 Educational Research

Area E: Electives (3 semester hours from Area C only)

3 hrs

- EDUC 5500 Educational Statistics ***

(Must be completed prior to taking courses under Area C)

* Required Courses

*** Prerequisite for EDUC 5501

Total Required Hours 36 hrs

COURSE DESCRIPTIONS

SECD 5500 — Fundamentals and Theories of Counseling **3(3-0)**

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.

SECD 5505 — Developmental Guidance and Counseling, Principles, Organization and Administration **3(3-0)**

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

SECD 5510 — Tests and Measurements **3(3-0)**

Principles of testing, interpretation of test 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.

SECD 5515 — Group Counseling **3(3-0)**

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. Review of the implementation, design and facilitation of school counseling groups. Investigation of legal aspects and ethical standards related to group counseling in school settings. *Prerequisite: SECD 5505.*


SECD 5516 — Individual Counseling and Assessment 3(3-0)

Emphasis is on counseling techniques, their application and the school counselor's 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 and counselee roles, values and goals.

SECD 5520 — Multi-Cultural Counseling 3(3-0)

The study of developmental counseling and guidance and its practical application at the elementary, middle and secondary school levels.

SECD 5525 — Developmental Counseling and Guidance in Elementary School 3(3-0)

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.*

SECD 5526 — School Counseling and Guidance in Middle School 3(3-0)

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.*

SECD 5527 — School Counseling and Guidance in Secondary School 3(3-0)

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.*

SECD 5530 — Career Counseling and Guidance 3(3-0)

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 skill, nature, sources and function of information available to assist individuals in formulating goals and comprehensive plans. Includes relevant career theories, a survey of instruments utilized in assessments, values and career decision-making abilities and relevant occupational information. *Prerequisite: admission to school counseling program.*

SECD 5535 — Strategic Developmental Counseling for School Behavioral Problems 3(3-0)

Investigation into the nature of human problems and their solutions. Identifying problem conceptualization, resolution, and contrasting with counseling approaches and interventions. Increase awareness and identification of cultural and societal issues faced by children and adolescents. Identification of environmental factors which impinge on student learning. Interventions identified include peer mediation, conflict resolution, substance abuse, parental involvement, social and emotional maladjustment behaviors, etc. *Prerequisite: SECD 5505 or permission of program coordinator.*

SECD 5540 — School Counseling Consultation 3(3-0)

Exploration of skills for effective consultation with teachers, administrators, parents and community referral resources. Theoretical and practical application 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. *Perquisite: SECD 5505, SECD 5525, SECD 5526, or permission of program coordinator.*

SECD 5555 — Directed Independent Study 3(3-0)

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. *Prerequisite: SECD 5505, SECD 5525 or SECD 5526 or SECD 5527 or permission of program coordinator.*



SECD 5560 — Computer Applications in School Counseling and Guidance 3(3-0)

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. *Prerequisite: permission of program coordinator.*

SECD 5570 — Practicum I 3(3-0)

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. *Prerequisite: SECD 5505, SECD 5515, SECD 5520, SECD 5525, or SECD 5526 or SECD 5527, SECD 5530.*

SECD 5571 — Practicum II 3(3-0)

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. *Prerequisite: SECD 5570, SECD 5505, SECD 5520, SECD 5525 or SECD 5526 or SECD 5527, SECD 5530 or permission from program coordinator.*

SECD 5575 — Selected Topics in School Counseling and Guidance 3(3-0)

Topics will vary each time course is offered. Combination of lecture, discussion, inquiry session and student presentations. May be taken more than once for credit under different topics. *Prerequisite: SECD 5505, SECD 5525 or SECD 5526 or SECD 5527, degree candidacy or permission of the program coordinator.*

SECD 5595 — Internship 3(3-0)

Supervised professional school counseling experience for one year in school setting requiring the application of developmental guidance and counseling principles. A college supervisor and the cooperating field school-counseling specialist will conduct seminars and evaluations that measure student progress.

SECD 5596 — Thesis 3(3-0)

Preparation of the thesis under the supervision of the thesis advisor. *Prerequisite: EDUC 5501, permission of the thesis advisor and all SECD required courses.*

Teacher Support Services Endorsement

This certification endorsement program is available to professional teachers who hold LEVEL 5 certification and who are nominated by their school principals. The six semester-hour sequence leads to certification 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. The complete program consists of the following courses:

- EDUC 5587 Introduction to Teacher Support Services 3 hrs.
- EDUC 5588 Internship in Teacher Support Services 3 hrs.

**EDUCATIONAL, PSYCHOLOGICAL AND READING FOUNDATIONS
COURSE DESCRIPTIONS**

EDUC 5500 — Educational Statistics 3(3-0)

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

EDUC 5501 — Educational Research 3(3-0)

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented.


EDUC 5502 — Action/Classroom Research

Advance research, including action research, as it applies to the classroom.

EDUC 5504 — History of Education 3(3-0)

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

EDUC 5509 — Philosophy of Education 3(3-0)

A study of the basic tenets of education focusing on current issues and their basic assumptions in schools. The derivations of issues and practices are analyzed.

EDUC 5512 — Sociology of the Inner City Child 3(3-0)

This course is a study of the inner city child. It is designed for the development and implementation of strategies to effectively assist with understanding inner city children.

EDUC 5513 — Language Study for Middle Childhood 3(3-0)

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.

EDUC 5514 — Literature for Middle Childhood 3(3-0)

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

EDUC 5515 — Adolescent Literature 3(3-0)

Study of literary instruction and of selected literary works, including drama, short story, poetry, essay and novel, relevant to the needs, values and interests of adolescents. Consideration is given to selection of materials, motivation of reading and the development of literary skills appreciation.

EDUC 5518 — Methods and Materials of Language Arts in the Elementary School 3(3-0)

This course is designed to cover institutional methods, instructional materials, and evaluation procedures in teaching language arts in early childhood education.

EDUC 5524 — Methods and Materials in Teaching English 3(3-0)

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

EDUC 5528 — Teaching Composition in Secondary Schools 3(3-0)

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

EDUC 5531 — Mathematics Concepts in Secondary Schools 3(3-0)

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

EDUC 5533 — Methods and Materials in Teaching Secondary School Mathematics 3(3-0)

Study of methods, materials and strategies for teaching mathematics; evaluative processes and current problems in mathematics education.

EDUC 5538 — Curriculum Planning 3(3-0)

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

EDUC 5540 — Curriculum Principles 3(3-0)

Models for curriculum development and the forces that bear on curriculum decision making will be studied. This is the basic course in principles of curriculum development for graduate students, including those from diverse backgrounds with a variety of career goals.



EDUC 5542 — Curriculum Needs and Trends

Thorough analysis of the nature and curriculum needs and trends of middle grade students, including program rationale, goals, principles, organizational patterns and instructional alternatives.

EDUC 5550 — Educational Measurement 3(3-0)

Theory and use of standardized measurement instruments in educational settings.

EDUC 5553 — Psychology of the Inner-City Child 3(3-0)

Analysis of the special problems that arise in the relationship between teachers and students in the inner-city community; review of innovative programs with field observations and investigations of psychological, cultural and ecological factors which most strongly influence education in this setting.

EDUC 5555 — Clinical Approach to Classroom Analysis 3(3-0)

Intensive study of various components of the teaching-learning process in the classroom using the latest instructional technology.

EDUC 5563 — Science in the School Curriculum 3(3-0)

Designed for both elementary and secondary teachers; focuses on the development of science curricula in the schools. Rationale and style of recent curriculum innovations in science, the history and development of science in the schools, approaches to curriculum development and application to current schools problems.

EDUC 5570 — Strategies of Instruction in Science 3(3-0)

Designed for teachers in middle schools and high schools. Provides a study of the following topics: nature of science and implication for teaching; nature of learning science, a system for instruction, instructional skills and evaluation of science teaching.

EDUC 5587 — Introduction to Teacher Support Services 3(3-0)

Designed to introduce the professional teacher to the theories and practices of supervising student teaching, internships, mentoring beginning teachers and other support services designed for staff development of professional personnel. *Prerequisite: consent of instructor.*

EDUC 5588 — Internship in Supervision of Student Teaching 3(1-9)

Application of the theories and practices introduced in EDUC 5587. *Prerequisite: must be assigned to supervise a student teacher, intern or beginning teacher.*

EDUC 5590 — Practicum I: Intership in Early Childhood Education (preschool)..... 3(3-0)

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

EDUC 5591 — Practicum II: Intership in Early Childhood Education (primary) 3(3-0)

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

EDUC 5593-4-5 — Internship in the Secondary School

Students gain potential application of knowledge gained through courses taken. *Prerequisite: consent of instructor.*

EDUC 6600 — Advanced Educational Psychology 3(3-0)

A study of the theories of learning in public elementary and secondary schools with special attention to the Georgia model. Basic overview of memory and behavior is presented. The thrust of the course is to improve learning in schools.

EDUC 6700 — Foundations in Education 3(3-0)

A general survey course of organizational design, governance, finance, philosophy, curriculum, leadership, classroom control, management, and psychology of learning.



- EDUC 7701 — Advanced Educational Research** 3(3-0)
 A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented. Action research is focused on current problems in schools.
- MEED 5500 — Introduction to the Selection of Print and Non-Print Materials** 3(3-0)
 Introduction to the selection process. The student will develop selection criteria for many types of materials and will evaluate selection services.
- MEED 5510 — Production of Educational Media** 3(3-0)
 Design and production of instructional materials. Design and application are related to current theories of communication.
- MEED 5530 — Selection and Utilization of Educational Media** 3(3-0)
 Designed to meet the needs of experienced educators to improve competencies needed to select, utilize, evaluate and modify the wide range of educational media.
- PSYC 5509 — Introduction to Behavior Modification** 3(3-0)
 Introduction to the principles underlying behavior modification and behavior analysis as they apply to various settings. Applied behavior projects will be required. Emphasis will be placed on empirical findings.
- PSYC 5515 — Educational Psychology** 3(3-0)
 Introduction to the application of psychological theory of educational problems, including the methods of learning and instruction. (This course is a prerequisite for advanced course in related areas.)
- PSYC 5520 — Developmental Psychology** 3(3-0)
 Examination of dynamics of psychological development throughout the human life cycle with emphasis on the period from infancy through adolescence. Various theoretical perspectives, as well as related research are studied. (This course is a prerequisite for more advanced courses in related areas.)
- PSYC 5530 — Adolescent Psychology** 3(3-0)
 Study of theory and research on behavior and development of adolescents and youth with emphasis on the implications of these data for education and socialization over the transitional period from childhood in contemporary American society.
- PSYC 5550 — Theories of Learning** 3(3-0)
 A study of various theories of learning using tapes, film, lectures, and class discussion.
- PSYC 5555 — Conditions of Learning** 3(3-0)
 A study of the fundamental principles of human learning. The practical implications in education, including learning processes involved in conditioning, verbal learning, transfer, memory, concept formation, perceptual learning, problem solving, thinking, language, and motor learning.
- READ 5503 — Improving Reading Instruction for the Middle School Reading Program** .. 3(3-0)
 A course designed to acquaint middle grade teachers with strategies for improving the teaching of reading in the middle grades. Emphasis on improving content, reading-study skills and writing-thinking skills.
- READ 5505 — Improving Reading Instruction in the Content Areas** 3(3-0)
 A course designed to acquaint secondary school teachers with instructional strategies and materials for implementing reading instruction through subject matter courses.
- READ 5555 — Diagnosis of Reading Difficulties** 3(3-0)
 A course designed to analyze the causes of reading problems as well as provide knowledge in the principles of diagnosis and remediation, with major emphasis on formal and informal assessment techniques.

**General Administrative Officers**

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Athletics	(229) 430-4654
Bookstore	(229) 430-4746
Center for Student Development, Counseling and Testing	(229) 430-4667
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College of Arts and Sciences	(229) 430-4832
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College of Health Professions	(229) 430-4724
Graduate School	(229) 430-4862
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University System of Georgia

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Cleveland, William H.	At-Large (10/04/01-01/01/09)
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Harris, Joe Frank (Chair)	Seventh (06/18/99-01/01/06)
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University System of Georgia - Profile

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 15 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; 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 universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents for the government, management and control of the University System provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, made to, and allocated by the Board of Regents.



Institutions

Universities

- Athens 30602
 - University of Georgia - H; A, BJMS, 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, S, cD

Regional Universities

- Statesboro 30460
 - Georgia Southern University - H; A, B, M, S, cD
- Valdosta 31698
 - Valdosta State University - H; A, B, M, S, cD

Universities

- Albany 31705
 - Albany State University - H; A, B, M, S,
- Americus 31709
 - Georgia Southwestern University - H; A, B, M, S,
- Augusta 30910
 - Augusta College - A, B, M, S, cD
- Carrollton 30118
 - West Georgia College - H; A, B, M, S, cD
- Columbus 31993
 - Columbus University - H; A, B, M, S, cD
- Dahlonega 30597
 - North Georgia University - H; A, B, M
- Fort Valley 31030
 - Fort Valley State University - H; A, B, M
- Marietta 30060
 - Kennesaw University - A, B, M
- Marietta 30060
 - Southern College of Technology - H; A, B
- Milledgeville 30601
 - Georgia College and State University - H; A, B, M, S
- Morrow 30260
 - Clayton College and State University - A, B
- Savannah 31406
 - Armstrong State University - H; A, B, M, S
- Savannah 31404
 - Savannah State University - H; A, B, M

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
 - Costal Georgia Community College - A
- Cochran 31014
 - Middle Georgia College - H; A
- Dalton 30720
 - Dalton State College - A; B
- Decatur 30089-0601
 - Georgia Perimeter College - A
- Douglas 31533
 - South Georgia College - H; A
- Gainesville 30503
 - Gainesville College - A
- Macon 31297
 - Macon State College - A; B
- Rome 30163
 - Floyd College - A
- Swainsboro
 - East Georgia College - A
- Tifton
 - Abraham Baldwin Agricultural College - A
- Waycross
 - Waycross College - A

KEY

- H-On Campus Student
- Housing facilities

Degrees Awarded

- A-Associates
- B-Bachelor's
- J-Juris Doctor
- M-Master's
- S-Specialist in Education
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- cD-Doctor's offered in cooperation with a University System university, with degree awarded by the university



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