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Armstrong Atlantic State University

2008-2009

Graduate Catalog



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Academic Affairs
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Office of University Relations

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School of Graduate Studies

2008-2009 Academic Calendar

Fall 2008

Advance Registration

Advisement.....June 23-July 11

Web Registration.....June 25-July 18

Academic Assistance Registration Aug. 11, 1-6 p.m.

Registration

Session 1 (15 weeks)Aug. 14-15

Session 2 (Flex Term, 7 weeks).....Aug. 14-15

Session 3 (Flex Term, 7 weeks).....Oct. 15

Saturday Classes.....Aug. 23

First Day of Classes

Sessions 1 Aug. 18

Session 2..... Aug. 18

Session 3..... Oct. 15

Saturday Classes..... Aug. 23

Late Registration & Drop/Add.....Aug. 18-20

Mid-Term

Session 1 Oct. 8

Session 2.....Sept. 11

Session 3.....Nov. 7

Saturday Classes..... TBA

Last Day of Classes

Session 1..... Dec. 8

Session 2..... Oct. 6

Session 3..... Dec. 8

Saturday Classes..... Dec. 6

Final Exams

Session 1..... Dec. 9-15

Session 2..... Oct. 7,8

Session 3..... Dec. 9-15

Saturday Classes..... Dec. 13

Final Grades Due

Session 1..... Dec. 18, 4 p.m.

Session 2..... Oct. 14, 4 p.m.

Session 3..... Dec. 18, 4 p.m.

Saturday Classes..... Dec. 18, 4 p.m.

Holidays

Labor Day.....Sept. 1

Fall break.....Oct. 11-14

Thanksgiving (students only) Nov. 26

Thanksgiving (students, faculty, and staff)Nov. 27, 28

Graduation Dec. 13

Spring 2009

Advance Registration

Advisement.....Nov. 3-Nov. 21

Web Registration.....Nov. 5-28

Academic Assistance Registration Dec. 22, 9 a.m.-6 p.m.

Registration Days

Session 1 (15 weeks) Jan. 8-9

Session 2 (Flex Term, 7 weeks)..... Jan. 8-9

Session 3 (Flex Term, 7 weeks)..... Mar. 9

Saturday Classes.....Jan. 17

First Day of Classes

Session 1.....Jan. 12

Session 2.....Jan. 12

Session 3..... Mar. 10

Saturday Classes.....Jan. 17

Late Registration & Drop/Add..... Jan. 12-14

Mid-Term

Session 1..... Mar. 4

Session 2..... Feb. 4

Session 3..... Apr. 8

Saturday Classes..... TBA

Last Day of Classes

Session 1.....May 4

Session 2..... Mar 2

Session 3.....May 4

Saturday Classes..... Apr. 25

Reading Day

Session 1..... May 5

Session 2..... none

Session 3..... May 5

Saturday Classes..... TBA

Final Exams

Session 1..... May 6-12

Session 2..... Mar 3-4

Session 3..... May 6-12

Saturday Classes..... May 2

Final Grades Due

Session 1..... May 15, 9 a.m.

Session 2..... Mar. 9, 9 a.m.

Session 3..... May 15, 9 a.m.

Saturday Classes..... May 15, 9 a.m.

Holidays

Martin Luther King, Jr.....Jan. 19

Spring Break..... Mar. 16-20

GraduationMay 9

Summer 2009

Advance Registration – Summer & Fall 2009

Advisement.....Mar. 30-Apr. 17

Web Registration..... Apr. 1-24

Academic Assistance Registration

..... May 19, 9 a.m.-6 p.m.

Registration

Sessions A, B, C, and D.....June 1

First Day of Classes

Session A (8 weeks)June 2

Session B (6 weeks).....June 18

Session C (4 weeks).....June 2

Session D (4 weeks) July 6

Late Registration & Drop/Add..... June 2-4

Mid-Term

Session A TBA

Session B July 9

Session CJune 15

Session D July 17

Last Day of Classes

Session A..... July 24

Session B..... July 30

Session C.....June 29

Session D..... July 31

Final Exams

Session A..... July 27-28

Session B.....Aug. 3-4

Session C.....June 30

Session D.....Aug. 3-4

Final Grades Due

Session A.....July 31, 9 a.m.

Session B..... Aug. 7, 9 a.m.

Session C.....July 7, 9 a.m.

Session D..... Aug. 7, 9 a.m.

Holiday

Independence Day July 3

Additional information on the academic calendar, such as new student application deadlines, late registration and drop/add dates, advisement dates, and telephone/web registration dates can be obtained from the School of Graduate Studies at 912.344.2798 or e-mail graduate@armstrong.edu. Please note that all dates are subject to change.

The City, University, and School of Graduate Studies

Armstrong Atlantic State University Mission Statement

Armstrong Atlantic State University was founded in 1935 as a city college and continues to fulfill an urban mission, teaching a diverse population of traditional and nontraditional students. Throughout its history, Armstrong Atlantic has shared its creative, scholarly, technical, and leadership expertise with individuals and organizations throughout southeast Georgia. AASU is a designated Regional Health Professions Education Center. Offering a broad range of programs in arts and sciences, teacher education, health professions, and graduate studies, Armstrong Atlantic provides all students with a firm foundation in the liberal arts and anchors its academic excellence in its baccalaureate and graduate programs.

Armstrong Atlantic State University shares with other institutions in the University System of Georgia the following common mission:

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, master's, professional, and doctoral degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these resources to bear on the economic development of the state and the continuing education of citizens through public service.

While the core teaching, research and scholarship, and service functions differ by institutional type, the campus life of every institution in the University System of Georgia will be characterized by:

- 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 service, 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 available to the citizens of Georgia.

Armstrong Atlantic State University shares with the other state universities of the University System of Georgia the following core characteristics or purposes:

- 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 university-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 educational 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.

The primary mission of Armstrong Atlantic State University is to foster in its students abilities essential to being knowledgeable, thoughtful, responsible, and creative members of society. For its population of traditional and nontraditional students, Armstrong Atlantic strives to promote academic excellence and provide appropriate access to its programs, including magnet offerings in health professions, teacher education, public history, criminal justice, and transfer programs in engineering studies. Moreover, Armstrong Atlantic shall:

- Augment traditional classroom instruction and provide student-centered learning through the integration of new technologies and innovative methods of course delivery;

- Improve and expand access through distance learning, flexible course scheduling, and development of off-campus sites;
- Respond to student needs through accessible faculty and administrators, an effective student-teacher ratio, and appropriate learning support;
- Foster a deepened understanding of diverse world views and experiences through the examination of multicultural and international perspectives across the curriculum and activities that encourage respect for human worth;
- Offer activities to students that help to prepare them for the work place or for further study through a wide array of leadership programs, experiential training, and entrepreneurial opportunities;
- Optimize resources and expand educational opportunities for citizens throughout Georgia through the interchange of faculty and programs and in partnerships with other educational institutions, especially other units of the university system.

In shaping its vision for the twenty-first century, Armstrong Atlantic has assumed a leadership role in the application and integration of new educational technologies. The institution aspires to build upon its already excellent curricular and urban oriented research programs and expand its magnet offerings, especially in the sciences. A planned student body profile based on admissions, progressions, and graduation expectations shall enhance institutional effectiveness. Finally, Armstrong Atlantic assumes responsibility for initiating collaborative efforts and for attracting and cultivating credit and non-credit programs designed to meet societal needs in such areas as economic development, health, cultural life, and technological advancement.

Approved by the Board of Regents of the University System of Georgia June 1996.

History of the University

Armstrong Atlantic State University was founded in 1935 as Armstrong Junior College to enhance educational opportunities in the community. The city-supported college was housed in the historic Armstrong House, a gift to the city from the family of George F. Armstrong. Over the years, the college occupied six additional buildings in the Forsyth Park and Monterey Square areas. Armstrong College of Savannah became a two-year unit of the University System of Georgia in 1959, and in 1964 the Board of Regents conferred four-year status on Armstrong State College. In January 1966, the college moved to its present 250-acre site, a gift from Donald Livingston and the Mills B. Lane Foundation. Additional buildings joined the eight original structures as Armstrong added professional and graduate programs and tripled in size. In 1996 the institution gained university status and a new name: Armstrong Atlantic State University.

The university's 126,056 square-foot science center opened for the Spring 2002 semester. The complex — two buildings joined by a glass sky bridge — houses the chemistry, physics, biology, and psychology programs and the College of Science and Technology.

Four new student residence halls and a commons building were opened for the Fall 2002 semester, and four new buildings were opened for the Fall 2003 semester. Two additional residential communities were added in 2004 and 2005.

The Armstrong Center was opened in 2006 with additional classroom and office space. The main building also includes a ballroom, tiered auditorium, and conference meeting space.

A student recreation center was opened in 2006.

Armstrong Atlantic State University offers more than 100 academic programs and majors in the College of Liberal Arts, the College of Health Professions, the College of Education, the college of Science and Technology, and the School of Graduate Studies. The AASU community includes more than 6,800 students and 480 full and part-time faculty members.

History of the School of Graduate Studies

Since 1972, Armstrong Atlantic State University has been extensively involved in graduate programming — for some time in a joint venture with Savannah State University (1972-1978) and for twelve years on its own authority (1978-1990). In 1990, the Board of Regents of the University System of Georgia, in an attempt to bring a broad range of university-level academic programming to south Georgia, created the state's first "regional university." As a part of its overall design, the regents merged all existing graduate programs then housed at the state's three colleges in the area — Armstrong State, Savannah State, and Georgia Southern College — into a single College of Graduate Studies headquartered at the renamed Georgia Southern University. This was operated through an administrative mechanism which was described in published material as "Georgia Southern University in affiliation with Armstrong State College/Savannah State College."

After four years of “regional university” operation, the Board of Regents did as it had planned and undertook a review to assess the success of its new institution. In December 1994, as a result of its review, the board refashioned the arrangement so as to capture the most beneficial features of the regional structure while undoing its less successful ones in the hope of creating the best of all possible academic worlds for graduate students in this region of the state. Their action restored sole jurisdiction for graduate programming in specific areas to Armstrong State.

Philosophy, Mission, and Goal of the School of Graduate Studies

Graduate education is an integral component of Armstrong Atlantic State University. The School of Graduate Studies provides graduate education and applied research experiences for students in selected disciplines. The faculty and students create an atmosphere of academic scholarship and investigation which provides graduates with values and skills in their disciplines. Graduate education is a responsibility of the School of Graduate Studies. The faculty with graduate membership, who were selected from the College of Liberal Arts, the College of Education, the College of Health Professions, and the College of Science and Technology, are involved in the preparation of candidates for degrees in criminal justice, computer science, education, health services administration, history, nursing, physical therapy, public health, and sports medicine as well as certificates.

The graduate philosophy requires that the educational programs and certificates offered by the School of Graduate Studies must relate to the characteristics and needs of the public which it serves. The goal of graduate education at Armstrong Atlantic State University is to produce graduates with advanced knowledge in their fields so that they are prepared to address issues of significance and provide service in the communities that they serve.

Accreditation

Armstrong Atlantic State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, phone 404.679.4501) to award associate, baccalaureate, and master’s degrees.

Graduate programs at Armstrong Atlantic State University have earned the following regional and special purpose accreditations:

<i>Communication Sciences & Disorders</i>	Council on Academic Accreditation American Speech-Language-Hearing Association
<i>Computer Science</i>	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
<i>Health Services Administration</i>	Commission on Accreditation on Healthcare Management
<i>Nursing</i>	Commission on Collegiate Education in Nursing
<i>Physical Therapy</i>	Commission on Accreditation in Physical Therapy Education
<i>Public Health</i>	Council on Education in Public Health
<i>Teacher Education Programs</i>	Georgia Professional Standards Commission National Council for the Accreditation of Teacher Education

Student Services and Organizations

One of the primary aims of the educational mission at Armstrong Atlantic State University is the total development of students. This growth process is enhanced by integrating opportunities for social, emotional, cultural, physical, and spiritual development in addition to intellectual growth. The Division of Student Affairs is committed to providing programs and services which foster an educational environment which will assist students of all ages in achieving their full potential. The university encourages learning through involvement in the residence center, student government, campus organizations, intramurals, and more.

Student Services

ABC — The Adults Back to College Program meets the special needs and concerns of the nontraditional student. Mature students who are beginning college or are returning after several years away will find that the ABC program will ease their transition to student life and address their career and academic questions.

Adult Academic Services — Located in Victor 203, the Office of Adult Academic Services responds to the needs and concerns of all students. Open until 7 p.m. on most weekday evenings, the office houses information on degree programs and university services; hosts focus group sessions and workshops; coordinates activities for Georgia residents who are sixty-two years and older; supports academic advisement and tutorial services; provides academic renewal advisement to interested students who qualify for this service; and provides individual guidance to the new majority, the reentry student both on and off campus.

Alcohol and Drug Education — The Office of Counseling and Volunteer Services provides campus alcohol and drug prevention programming and services to students with concerns about alcohol and drug issues which include: personal assessments, counseling, or referral to community treatment programs. Assistance is also offered for other personal issues. The alcohol/drug education counselor coordinates support group meetings on campus and collaborates with local prevention and treatment facilities. Training is provided for residence hall advisors and Navigate leaders. Classroom instruction is provided upon request of instructors. Resource materials are available.

Bookstore — Armstrong Atlantic's bookstore, located between the Memorial College Center (MCC) and the MCC Annex, provides students with textbooks, school supplies, university apparel, gifts, and even some technical instruments. Extended hours are posted during the first week of each semester. Hours of operation:

Fall and Spring.....Summer

Monday	8:30 a.m.-7 p.m.	8:30 a.m.-8 p.m.
Tuesday	8:30 a.m.-7 p.m.	8:30 a.m.-8 p.m.
Wednesday	8:30 a.m.-7 p.m.	8:30 a.m.-5 p.m.
Thursday	8:30 a.m.-5 p.m.	8:30 a.m.-5 p.m.
Friday	8:30 a.m.-5 p.m.	8:30 a.m.-5 p.m.

Online services are available at:

www.storefront.armstrong.edu

e-mail: books@armstrong.edu

Career Services — The Division of Student Affairs Annex, located at Compass Point, houses the Office of Career Services. The director of career services assists students in career choices, résumé critiquing, on-campus interviewing, job listings, and referrals for full-time, part-time, summer, or temporary employment. All services are free of charge. Appointments should be scheduled through the Office of Career Services.

Counseling Services — The Office of Counseling and Volunteer Services, located in the Division of Student Affairs Annex at Compass Point, provides services that help students deal more effectively with university experiences and life events. Personal and confidential counseling services are offered to students at no charge. Contact the Office of Counseling to schedule an appointment.

Disability Services — The Office of Disability Services provides support to students with a disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. To receive services, students must self-identify and provide current documentation of their disabilities from a qualified health professional who meets Board of Regents' criteria. Services include orientation, registration assistance, academic accommodations, interpreter services, assistive listening devices, note-taker and reader services, assistance with taped or scanned textbooks, and advocacy letters for faculty. For more information or to schedule an appointment with the director, contact the Division of Student Affairs.

Food Services — The campus cafeteria and coffee shop are located in the Memorial College Center and offer cash service as well as meal plans. A daily hot line, salad bar, deli line and pizza are open when classes are in session. Pastries, fruit beverages, sandwiches and salads are also available from the coffee shop during and after regular cafeteria hours.

Graduate Student Workshop Series — The School of Graduate Studies sponsors a variety of non-credit workshops throughout the year. A schedule for the free workshops may be obtained from the School of Graduate Studies.

Housing — The Office of University Housing provides student-exclusive communities that are apartment-style accommodations designed and managed to address safety, service, utility, comfort, and variety at an affordable price.

The communities of Compass Point and University Crossings offer apartments with the following amenities:

- Fully appointed kitchens with built-in appliances and a dinette.
- Attractive, carpeted, furnished shared living room and private bedrooms.
- Basic cable television, local telephone service, Internet connection, water, sewer, and an electricity allowance are included.
- Plentiful parking and a short, convenient walk to classes, the gym, the library, and Savannah shops and restaurants.

Access to campus recreational facilities, meeting spaces, co-curricular activities and events make our communities a highly practical housing choice for graduate students without live-in partners or children.

University food service is provided on campus à la carte for all students by ARAMARK. Students who choose to live in university housing are required to purchase a meal plan for \$400-600 per semester. Students on the meal plan have a “declining balance” account that is charged for each purchase. The centrally located dining hall provides hot, balanced meals, while students also enjoy Starbucks coffee, sandwiches, snacks, and beverages to go in the MCC Lobby.

ID Cards — New Armstrong Atlantic ID Cards are produced by Student Photographic Services in Room 214 of the Memorial College Center, Monday through Friday when classes are in session. For specific hours of operation, call 344.2504.

International Student Services — The Office of International Student Services is a new focus at AASU. Students from other countries are encouraged to contact this office for information and materials that will assist with the transition to American higher education. Graduate students from this country who are interested in opportunities to study abroad should contact International Student Services.

Lane Library — The library is centrally located on campus and houses a vast amount of resources for research. Interlibrary loan services, microforms, media services, and areas designated for quiet study are available. A valid AASU graduate I.D. card is required to check out materials, including reserve items. Laptop computers are available for checkout by graduate students. Hours of operation (special holiday hours are posted):

<i>Fall and Spring Semesters</i>		<i>Summer Semester</i>	
Monday-Thursday	8 a.m.-10 p.m.	Monday-Thursday	8 a.m.-9 p.m.
Friday	8 a.m.-5 p.m.	Friday	8 a.m.-5 p.m.
Saturday	10 a.m.-6 p.m.	Saturday	noon-5 p.m.
Sunday	2-10 p.m.	Sunday	2-9 p.m.

Minority Affairs Program helps minority students develop interest in all facets of university life. Assistance is provided to students in adjusting to personal and academic life on campus. In addition, social, cultural, and educational activities designed to broaden all students’ knowledge of ethnic minorities and their contributions to society are presented.

Off-Campus Library Services:

Brunswick Center, Camden County, Liberty Center, and Others

Off-campus library services for graduate programs are supported by the local libraries. The directors of the AASU library and the local libraries coordinate the collection development and library services. Off-campus students can access AASU library resources and many library resources through GALILEO. Interlibrary loan requests by off-campus students receive a quick response through fax service, electronic delivery service, and UPS delivery service.

Other Institutions — Students with valid AASU graduate I.D. cards may use the library and computer services at Georgia Southern University and Savannah State University. Students may also attend athletic events at both institutions. For more information contact the School of Graduate Studies.

Parking Regulations

All vehicles driven on campus must display a university parking decal on the front windshield. You must purchase a decal from the Public Safety Office on Science Drive.

All students, faculty, and staff are required to become aware of the parking regulations. A set of regulations may be obtained in the Public Safety Office or Division of Student Affairs, and a copy is published on the AASU web site.

Sports Complex — Armstrong Atlantic’s sports complex includes the Sports Center as well as the Aquatic and Recreation Center. The centers feature fitness equipment and an Olympic-size swimming pool. A valid AASU graduate ID must be presented for entrance to the gym. Contact the sports complex for more details and operating hours.

Student Orientation — Graduate student orientations are scheduled each semester. Contact the School of Graduate Studies or refer to the academic calendar for further information.

Student Health Clinic — The Student Health Center provides primary care treatment and education about personal health issues for Armstrong Atlantic State University students. The office is supervised by a licensed Nurse Practitioner under the direction of a Regina Buckley, DO and is contracted through and supported by Memorial Health University Medical Center. The department performs several in-house tests. There is a fee for services. No insurance filed.

Student Technology Services — Student Technology Services (STS) provides AASU students with a wide range of technological resources, services, and information via our student helpdesk, workshops, website, and computing lab facilities. One of our main objectives is to enable students to maximize the potential benefits when incorporating available technology into their learning environment and course work.

The Student Help Desk offers phone and email technical assistance to students regarding various computer-related tasks and applications such as WebCT, student email, and Microsoft Office. This team is dedicated to providing timely, quality service to students to ensure they have the technology assistance necessary to be successful during their academic careers.

Contact Information

Student Help Desk912.344.2518

E-mail helpdesk@armstrong.edu

Computing Lab Locations

UH 112* Lab (except during reservations)		Solms 104 Lab (except during reservations)	
Monday-Thursday	7:30 a.m.-11 p.m.	Monday-Thursday	7:30 a.m.-11 p.m.
Friday	7:30 a.m.-4 p.m.	Friday	7:30 a.m.-4 p.m.
Saturday	Closed	Saturday	12 p.m.-5 p.m.
Sunday	Closed	Sunday	2 p.m. -11 p.m.

* 24-hour access to this lab is available through University Police with valid Id.

Testing – The Office of Testing Services, located in the Division of Student Affairs, Memorial College Center, administers the Miller Analogies Test (MAT) and the Praxis Series. Free test registration and information booklets for these and other testing programs, such as the GRE and GMAT, are available to test candidates.

Volunteer and Service Learning — The Office of Counseling and Volunteer Services provides opportunities for experiential education through a variety of means. Internships, co-operative education, and volunteer/community service all enhance a student’s educational journey by offering “hands-on” experiences. Students may receive academic credit or financial incentives in addition to major/career related experience. For more information, contact the Division of Student Affairs at Compass Point.

Writing Center — The Writing Center, located on the first floor of Gamble Hall, offers individual tutoring on all varieties of writing projects, including essays, book reviews, lab reports, research proposals, and résumés. Student tutors work one-on-one with students at any step of the writing process. For more information contact the Writing Center. Hours of operation:

Monday-Thursday 9 a.m.-7 p.m.
Friday and Saturday 9 a.m.-noon

Graduate Student Organizations

Health Science Student Association

The AASU Health Science Student Association was established to promote interest and awareness in public health.

Alpha Eta Allied Health Honor Society

The AASU chapter of the Alpha Eta Allied Health Honor Society has more than 150 members. They include undergraduate and graduate students, alumni, faculty, and healthcare practitioners.

Phi Alpha Delta

This club was established to promote interest in criminal justice and to foster awareness in the profession.

Graduate Student Coordinating Council

The purposes of this organization are to represent the graduate student body in all matters concerning academics, welfare, administration, and services; to assist graduate students by providing professional development activities that make them more employable; to promote closer graduate student--faculty-administration relations; and to work with the School of Graduate Studies the Division of Student Affairs, and other campus offices to promote greater recognition of graduate education on and off the campus. All graduate students at AASU are members of the organization if they have paid current graduate university activity fees. Contact the Division of Student Affairs for further information.

National Students Speech and Language Hearing Association

This association promotes professional interest among AASU's undergraduates and graduates in the study of human communication behavior.

Phi Alpha Theta International Honor Society in History

The Sigma Theta Chapter at AASU of Phi Alpha Theta International Honor Society in History was founded in 1971. More than 200 members are included from undergraduate and graduate students, alumni, and faculty.

Sigma Theta Tau International Honor Society of Nursing

Rho Psi Chapter

Sigma Theta Tau International Honor Society of Nursing exists to promote the development, dissemination, and utilization of nursing knowledge. Sigma Theta Tau International is committed to improving the health of people worldwide through increasing the scientific base of nursing practice. In support of this mission, the society advances nursing leadership and scholarship and furthers the utilization of nursing research in healthcare delivery as well as in public policy.

Student Council for Exceptional Children

This organization is dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Admissions

General Graduate Admission Procedures

Armstrong Atlantic State University, a senior university of the University System of Georgia, welcomes students who wish to pursue course work toward a graduate degree or certificate. Note that any students applying to the Physical Therapy DPT should apply only to the Physical Therapy Department, as no Graduate School application is required.

Application packets are available from the School of Graduate Studies. The following items should be returned with the packet:

- Application for admission
- A non-refundable \$30 application fee
- Two official transcripts in a sealed envelope from the institution attended granting the baccalaureate degree and from each institution where graduate credit was earned (some departments require transcripts from all institutions attended)
- Certificate of immunization
- Additional academic unit credentials may be required. Refer to individual program sections

Admission Categories

Degree Admission Status– regular, limited, or provisional

Limited Admission Status (non degree-seeking categories) – post baccalaureate, teacher certification, transient, certificate, or undeclared

Admission must be recommended by the graduate area of study in which the student proposes to study.

Admission Requirements for Degree Applicants

Degree applicants are required to meet all admission requirements for the School of Graduate Studies. In general, admission requirements include a baccalaureate or higher degree from a regionally-accredited institution, a specified minimum overall grade point average for the baccalaureate degree, and a satisfactory score on the program admission test. Currently accepted admission tests include the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), and the Graduate Management Admission Test (GMAT). Students who have taken the GRE should note scores older than five years **will not** be accepted as established by the Educational Testing Service.

Degree–Regular Admission Category

A student who is admitted in the degree-regular admission category meets all of the requirements for unqualified admission. Applicants may be required to meet additional program-specific requirements as outlined in the section Summary of Requirements for Degree Admission (Regular and Provisional).

Degree–Provisional Admission Category

A student who is admitted in the degree-provisional admission category does not satisfy the conditions for degree-regular admission. The School of Graduate Studies will establish conditions for provisional admission at the time of admission based on the recommendation of the graduate program in which the student proposes to study. Students may be reclassified with regular admission providing they have taken at least one graduate level AASU course, approved by their advisor, and completed the course with a grade of no less than B unless otherwise stipulated by the academic unit. The majority of degree programs require a minimum of three graduate classes, totaling nine graduate semester hours, before reclassification. Each academic unit may require that specific courses must be completed prior to a student's reclassification. A student may take no more than nine semester hours which have been determined by the program advisor. Because there is the requirement to carry seventeen hours the first semester of the physical therapy program of study, all provisional graduate students in physical therapy will be allowed to take seventeen hours of graduate credit of approved courses.

Degree–Limited Admission Category

A student who is admitted in the degree-limited category does not meet all of the requirements for either degree-provisional or degree-regular admission. A limited admission student may apply to a degree program at any time. Upon the academic advisor's recommendation, a maximum of six graduate semester hours of credit may be included in a program of study, provided the student has gained reclassification as a degree-seeking student. Degree-limited students are only allowed to take a total of six graduate semester hours. In order to continue after six hours, the student must have met the requirements for provisional or regular admission to the program. The student will not be allowed to continue in the program of study unless all conditions have been satisfactorily completed.

Individual Program Requirements for Degree Admission (Regular and Provisional)

Note: A completed application packet includes all of the general admission requirements in addition to the individual program requirements.

COLLEGE OF EDUCATION					
Acad. Field	Regular admission		Provisional admission		PREREQUISITES AND SUPPORTING DOCUMENTS
	Min	Minimum test scores or other	Min.	Minimum test scores or other	
Adult Education (<i>M.Ed.</i>)	2.5	Folio with indication of success	2.5		<ul style="list-style-type: none"> Letter of intent Two letters of recommendation Professional portfolio
Education (<i>M.Ed.</i>) Curriculum & Instruction Middle Grades Special Education: Behavior Disorders General Learning Disabilities	Minimum GPA of 2.5 GRE (graduate record exam) Require a clear renewable teaching certificate in the field. Admission process uses a system of points weighed in favor of the GPA. Regular admission 96 or better.		Minimum GPA of 2.5 GRE (graduate record exam) Require a clear renewable teaching certificate in the field. Admission process uses a system of points weighed in favor of the GPA. Student qualifies for provisional admission if points total 65-95.		<ul style="list-style-type: none"> Four professional reference forms Signed permission form for criminal background check (waived with proof of employment in a public school system) Verification of employment form if employed as a public school teacher.
Early Childhood Education (ECE) (<i>M.Ed.</i>)	Minimum 3.0 GPA in the last 60 hours of undergraduate work; Evidence of T-4 certification or equivalent state-issued clear, renewable certificate in K-5 or K-12;		Minimum 2.5 GPA in the last 60 hours of undergraduate work; Evidence of T-4 certification; or equivalent state-issued clear, renewable certificate in K-5 or K-12; A student must take two courses taught by Early Childhood full time faculty members and obtain 3.0 or better; Department Head must approve the courses.		<ul style="list-style-type: none"> Two letters of recommendations (See COE section for further instructions) Clear background check (waived with proof of employment in a public school system) Proof of instructional liability insurance (waived with proof of employment in a public school system) Verification of employment form if candidate is a full time teacher Letter of intent
Education (<i>Master of Arts in Teaching</i>) Early Childhood *Middle Grades Special Education *Certification offered in Language arts, math, science, and social science.	A College of Education application; Admission into COE candidacy (ECE): An earned 3.0 (overall) GPA in the last 60 hours of undergraduate work		Minimum cumulative 2.5 undergraduate GPA.		<ul style="list-style-type: none"> (ECE) Proof of instructional liability insurance (waived with proof of employment in a public school system) (ECE): Clear background check (waived with proof of employment in a public school system).

COLLEGE OF HEALTH PROFESSIONS

Acad. Field	Regular admission		Provisional admission		PREREQUISITES AND SUPPORTING DOCUMENTS
	Min.	Minimum test scores	Min.	MINIMUM TEST SCORES	
Communication Sciences & Disorders	2.7	GRE: 450 verbal, 450 quantitative & 4.5 analytical	2.5	GRE: 400 verbal, 450 quantitative & 3.5 analytical	<ul style="list-style-type: none"> • Health appraisal form • Baccalaureate degree in SLP from a regionally accepted institution • CSDS program application • Liability insurance (by first day of class) • First aid/CPR certification (by first day of class) • Three letters of recommendation • Letter of intent • KASA (Knowledge and Skills Acquisition) • Official GRE scores
Health Services Administration	3.2	3.2 minimum cumulative GPA, 3.5 minimum GPA in upper division courses OR 3.0 minimum GPA in upper division courses AND GRE score of 900** or greater OR 2.8 minimum GPA in upper division courses AND GRE score of 900** or greater AND 2 or more years of formal experience in health care. <i>**GMAT scores may be utilized in lieu of the GRE requirement.</i>	2.5	2.5 minimum cumulative GPA AND GRE score of 900** or greater OR GRE score of 800** or greater AND a minimum of two years of formal experience in the health care field <i>**GMAT scores may be utilized in lieu of the GRE requirement.</i>	<ul style="list-style-type: none"> • Letter of intent • Professional/personal resume including at least three references • Original transcripts from each undergraduate institution attended • Official GRE, MAT, or GMAT scores
Nursing	2.5	GRE: 450 verbal & 450 analytical or quantitative; MAT scaled score of 402 or higher	2.5	GRE: 450 Verbal & 350 analytical OR quantitative; MAT scaled score of 389 or higher	<ul style="list-style-type: none"> • Pre-admission interview preferred • One course in statistics • Three letters of recommendation • GA RN license • Liability insurance • CPR certification • Health appraisal form • Health/medical insurance • Letter of intent • Physical assessment course for adult CNS, NP, and CLN tracks • Advanced practice nursing track requires current national certification • Official GRE or MAT scores

COLLEGE OF HEALTH PROFESSIONS (continued)

Acad. Field	Regular admission		Provisional admission		PREREQUISITES AND SUPPORTING DOCUMENTS
	Min.	Minimum test scores	Min.	MINIMUM TEST SCORES	
Physical Therapy (Apply directly to the department)	2.8	GRE: 1000 overall and at least 400 verbal & 400 quantitative on each scale	2.8	GRE: 900 overall and at least 400 verbal & 400 quantitative on each scale	<ul style="list-style-type: none"> • Bachelor's degree • Departmental application and interview – Graduate School application not needed • 10 prerequisite courses • 100 hours of volunteer/employment in physical therapy with 20 hours in in-patient environment recommended • Three recommendation forms • Medical College of Georgia medical report for students • First aid/CPR certification • Health/medical insurance • Official GRE scores
Public Health	2.8	Minimum combined math/verbal GRE of 800 OR MAT of 400 to be considered. <i>(Does not guarantee admission: acceptance is based on complete admission packet.)</i>	2.8	Minimum combined math/verbal GRE of 800 OR MAT of 400 to be considered. <i>(Does not guarantee admission)</i>	<ul style="list-style-type: none"> • Application form • 2 Recommendation forms • Work History form • GRE or MAT official score report • Letter of intent
Sports Medicine	2.6	MAT: minimum 405 GMAT: minimum 450 GRE: minimum verbal 500 and quantitative 400 or analytical 3.5 – 4	2.3	MAT: (GPA x 100)+ (MAT) = at least 630 GMAT: (GPA x 200)+ GMAT = at least 900 GRE: (verbal + quantitative) x GPA = 2100	<ul style="list-style-type: none"> • Letter of intent • Courses in statistics and research methods are recommended • Anatomy and physiology recommended • Official GRE, GMAT, or MAT scores

COLLEGE OF LIBERAL ARTS

Acad. Field	Regular admission		Provisional admission		PREREQUISITES AND SUPPORTING DOCUMENTS
	Min.	Minimum test scores	Min.	MINIMUM TEST SCORES	
Criminal Justice	2.5	GRE 450 verbal & 450 quantitative or 3.5 analytical OR MAT 44 (402-407)	2.3	GRE 400 verbal & 400 quantitative or 3.0 analytical OR MAT 35 (388-393)	<ul style="list-style-type: none"> • Letter of intent • Two letters of recommendation • Official GRE or MAT scores
History	3.0	GRE: 550 verbal & 450 quantitative or 4.5 analytical	2.75	GRE: 450 Verbal & 400 quantitative OR 4.5 analytical	<ul style="list-style-type: none"> • Undergraduate major in history or equivalent • Three letters of recommendation • Official GRE scores
Liberal & Professional Studies	2.5	GRE: 450 verbal, 450 quantitative, & 3.5 analytical	2.2	GRE: 400 verbal, 400 quantitative, & 3.5 analytical	<ul style="list-style-type: none"> • Letter of intent • Three letters of recommendation • Official GRE scores

COLLEGE OF SCIENCE AND TECHNOLOGY

Acad. Field	Regular admission		Provisional admission		PREREQUISITES AND SUPPORTING DOCUMENTS
	Min.	Minimum test scores	Min.	MINIMUM TEST SCORES	
Computer Science	2.7	GRE: 450 verbal, 500 quantitative, & 4.0 analytical	2.4	GRE: 450 Verbal, 450 Quantitative, & 3.0 Analytical	<ul style="list-style-type: none"> • Baccalaureate degree in computer science or in a related field plus substantial background in computer science • Letter of intent • 3 letters of recommendation • Official GRE scores

Admission Requirements for Teacher Certification Only

- Graduate Studies Application
- \$30 non-refundable application fee
- Earned baccalaureate degree from a regionally accredited institution
- 2.5 cumulative undergraduate GPA
- Two official transcripts in a sealed envelope from the institution granting the baccalaureate degree and from each institution attended.
- In addition to these requirements, some departments may request a transcript evaluation.
- Certificate of immunization.
- Entrance into special education teacher certification also requires four letters of professional recommendation, letter of intent, and employment verification.
- Permission form for background check (available from the Office of Graduate Enrollment or the program department).

Admission Requirements for Limited Admission Status

Applicants wishing to enroll in graduate classes for non- degree purposes are to submit:

- Application for admission
- \$30 non-refundable application fee
- Two official transcripts in a sealed envelope from the institution granting the baccalaureate degree and from each institution where graduate credit was earned
- Certificate of immunization

Limited Admission Status

Applicants who do not meet all of the requirements for either degree-regular or degree-provisional admission or applicants with the expressed intention of enrolling in graduate courses without working toward a degree may be classified as limited admission students. A limited admission student may apply to a degree program at any time. Upon the advisor’s recommendation, a maximum of six semester hours credit may be included in a program of study should the student gain reclassification as a degree student.

Except in the case of students enrolling with the expressed intention of earning a certificate or on a transient basis, no limited admission student is permitted to complete more than six graduate semester hours without meeting either the regular or provisional admission requirements.

Non-Degree Seeking Category

1. An applicant with the expressed intention of enrolling in graduate courses without working toward a graduate degree. Non-degree seeking students are limited to a total of six graduate semester hours. A limited admission student may apply to a degree program at any time after meeting requirements for either degree-provisional or degree-regular admission.

Post-Baccalaureate - Teacher Certification

1. An applicant who seeks enrollment in courses to meet certification requirements or to update certification.
2. A specific number of semester hours over six semester hours may be earned to complete certification requirements or to update certification.

Transient

1. An applicant who is enrolled in a graduate program at another institution but is approved to enroll in graduate courses at Armstrong Atlantic.
2. Transferability of credit is the prerogative of the home institution.
3. The home institution will approve the number of semester hours that may be earned at Armstrong Atlantic.
4. Graduate transient students are not allowed to attend more than two consecutive semesters.
5. Updated letters of good standing from the registrar's office of the home institution are required for each semester attended.

Graduating Senior — A student admitted in this category is enrolled in an undergraduate program at Armstrong Atlantic. No more than six semester hours of graduate credit may be completed by the student during the senior year upon recommendation of the advisor and department head. Under no circumstances may this graduate credit be used to satisfy both graduate and undergraduate program of study requirements. Students in this category are allowed to take 5000G level classes. 6000G level classes must be approved by the graduate coordinator/advisor. Students are not allowed to take 7000 and 8000 level classes.

Admission Requirements for International Applicants

In addition to items required of all applicants, international applicants must submit the following:

- International TOEFL scores (minimum of 523 paper-based score, 193 computer-based score, or 70 Internet-based score)
- Original documentation certifying immigrant or non-immigrant status (copy of front and back of green card, copy of visa information, passport, front and back of I-94 card, etc.)
- Official transcripts of all colleges/universities - U.S. and international
- Official English translation of all college/university transcripts earned outside of the U.S.
- Official evaluations of all non-U.S. transcripts (Acceptable evaluating organizations are Josef Silny, Inc. or World Education Services)
- GPA evaluation of all non-U.S. transcripts (Josef Silny or WES)
- Interview with the academic unit may be requested

For international students requesting an I-20, the following documents must also be submitted. These forms are available on the website for [Graduate Enrollment Services](#):

- Financial certification of funds showing availability of funds for one full year of graduate study
- Proof of health insurance for entire length of study
- Request for I-20 (form available from graduate office)
- International Student Data Sheet

Readmission

Students who have not been enrolled at Armstrong Atlantic for one full year (three or more consecutive semesters including the summer semester) must complete a graduate readmission form in the School of Graduate Studies. Former students who have not attended another institution since leaving AASU may be readmitted, provided they have not been disenrolled from the School of Graduate Studies. Former students who have attended another institution since leaving AASU must meet requirements as listed in the catalog in effect at the time of return and submit transcripts from all in the interim. A student who is readmitted after an absence from the university for more than two years must meet degree requirements as listed in the catalog in effect at the time of return.

Transient Students from Other Institutions

Students enrolled in another college or university may apply for temporary admission to Armstrong Atlantic. They must complete the School of Graduate Studies Transient Application, submit an official transcript with a minimum of a bachelor's degree from a regionally accepted institution posted, have written approval from the registrar at their home institution stating that they are in good standing, have permission to take specific courses at AASU to be transferred to their home institution, and have a completed Certification of Immunization. Transient students are admitted for one semester. If they wish to remain at AASU longer than one semester, they must submit additional statements from their dean or registrar or must meet all requirements for regular admission as a transfer student. Transient students are allowed to attend for two consecutive semesters.

Transient Armstrong Atlantic Students

Armstrong Atlantic students who wish to take course work at another institution with the intent of applying the courses to their academic record at AASU may do so in accordance with regulations for transient status to another institution. Students must meet the requirements stipulated by the other institution, and, in order to apply the credits toward their academic records at AASU, must meet the academic regulations of AASU. Students seeking financial assistance must apply through the AASU Financial Aid office. Students must complete all paperwork required by the Graduate Enrollment office **and** the Financial Aid office.

Persons Sixty-Two Years of Age or Older

Persons who are sixty-two years of age or older may enroll in credit courses on a "space available" basis without payment of fees, except for supplies, laboratory, or special course fees. They must be residents of the state of Georgia and must present a birth certificate or comparable written documentation of age to enable the School of Graduate Studies to determine eligibility. They must meet all admission and degree requirements. All residency requirements apply. For questions regarding the 62 Plus program and residency, contact the AASU Office of the Registrar.

Admission of Veterans

After being accepted at Armstrong Atlantic and upon receipt of certification of eligibility and entitlement from the Veterans Administration, veterans may attend under Public Law 358 (Veterans Readjustment Benefit Act of 1966), Public Law 815 (disabled), Public Law 894 (disabled), Public Law 634 (war orphans), or Public Law 631 (children of permanently disabled veterans). Students under Public Laws 358, 631, 634 should be prepared to pay tuition and fees at the time of registration.

Vocational Rehabilitation Applicants

Those applicants sponsored by Vocational Rehabilitation or other community agencies must apply at least six weeks before the beginning of any semester to ensure proper processing of application.

Student Fees and Financial Policies

Expenses

Principal expenses and regulations concerning the payment of fees are described herein. Fees and other charges are subject to change without notice. When such changes are made, notice will be given as far in advance as possible. Expenses are in the form of tuition, out-of-state tuition; student services fees and other special fees. Fees of all students are due and payable at the time of registration. Registration is not complete until all fees have been paid. Out-of-state residents pay higher fees than Georgia residents.

Tuition Fees (per semester) Fall 2008 – Summer 2009

Graduate In-State

Hours	Student Center Fee	Student Access ID Fee	Health Fee	Technology Fee	Athletic Fee	Activity Fee	Recreation Fee	In-State Tuition	Total In-State Tuition + fees
1	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 148	\$ 537.00
2	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 296	\$ 685.00
3	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 444	\$ 833.00
4	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 592	\$ 981.00
5	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 740	\$ 1129.00
6	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 888	\$1,277.00
7	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 1,036	\$1,425.00
8	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 1,184	\$1,573.00
9	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 1,332	\$1,721.00
10	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 1,480	\$1,869.00
11	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 1,628	\$2,017.00
12+	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 1,776	\$2,165.00

Graduate Out-of-State

Hours	Student Center Fee	Student Access ID Fee	Health Fee	Technology Fee	Athletic Fee	Activity Fee	Recreation Fee	Out-of-State Tuition	Total Out-of-State Tuition + fees
1	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 592	\$ 981.00
2	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 1,184	\$1,573.00
3	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 1,776	\$2,165.00
4	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 2,368	\$2,757.00
5	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 2,960	\$3,349.00
6	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 3,552	\$3,941.00
7	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 43	\$ 4,144	\$4,533.00
8	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 37	\$ 4,736	\$5,125.00
9	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 37	\$ 5,328	\$5,717.00
10	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 37	\$ 5,920	\$6,309.00
11	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 37	\$ 6,512	\$6,901.00
12+	\$90	\$15	\$ 13	\$ 47	\$ 137	\$ 44	\$ 37	\$ 7,104	\$7,493.00

Fees are charged at either the graduate or undergraduate rate based upon the student classification in the student information system. Fees are subject to change.

Other Fees Per Term

Applied Music (25 minutes)	\$ 50	Undergraduate Application	\$ 25	Physics Lab	\$ 35
Applied Music (50 minutes)	\$ 100	Graduate Application	\$ 30	Psychology Testing	\$ 20/30
Late Registration Payment	\$ 54	Radiologic Science Lab	\$ 25	Art Lab	\$ 12-70
Graduation	\$ 54	Engineering Lab	\$ 50	BSN Exit	\$ 30
Teachers Education Practicum	\$ 250	Radiologic Sr Seminar	\$ 50	Math Exit	\$ 5-15
Orientation Fee	\$ 25	Medical Tech Lab	\$ 50	Student Parking Decal	\$ 50
Food Service (Minimum)	\$ 300	Biology Lab	\$ 35	Math Fee	\$ 5/10
Returned Checks	\$ 30	Chemistry Lab	\$ 20/30		

(or 5% of check, whichever is greater)

- Students in specified courses, for example, applied music or scuba diving, may be subject to additional fees.
- Active duty military personnel and their dependents stationed in Georgia (Including military personnel assigned to this institution for educational purposes) will pay the in-state tuition rate. Documentation must be presented to the registrar's office.

- On-campus students must pay a health fee, athletic fee, activity fee, and recreation fee each semester, regardless of the number of hours enrolled. On-campus courses are defined as being physically located in Chatham County.
- Students registered for a combination of on- and off-campus courses will be charged a health fee, athletic fee, activity fee, and recreation fee.
- Internet courses are categorized as off-campus courses. A course will be considered an Internet course if 100% of the course instruction is delivered over the Internet.
- Tuition and fees are waived for Georgia residents who present to the registrar's office written documentation that they are 62 years of age or older and meet residency requirements.
- All students enrolled for classes will be charged the technology fee and, if applicable, the activity, health, athletic, and recreation fees, regardless of the length of the class.
- Tuition and fee payment is made by physical therapy DPT students through the Medical College of Georgia. Fees are assessed according to the AASU fee schedule.

Regents' Policies Governing Residency Requirements

Legal residents of Georgia, as well as certain categories of non-residents, are eligible to pay resident fees in accordance with the following Board of Regents' rules:

- A. 1. If a person is eighteen years of age or older, he or she may register for a period of at least 12 months immediately preceding the date of registration.
 - i. A student whose parent, spouse, or court-appointed guardian is a legal resident of the state of Georgia may register as a resident providing the parent, spouse, or guardian can provide proof of legal residency in the state of Georgia for at least 12 consecutive months immediately preceding the date of registration.
 - ii. A student who previously held residency status in the state of Georgia but moved from the state then returned to the state in 12 or fewer months.
 - iii. Students who are transferred to Georgia by an employer are not subject to the durational residency requirement.
2. No emancipated minor or other person 18 years of age or older shall be deemed to have gained or acquired in-state status for tuition purposes while attending any education institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
- B. If a parent or legal guardian of a student changes his or her legal residence to another state following a period of legal residence in Georgia, the student may retain his or her classification as an in-state student as long as he or she remains continuously enrolled in the University System of Georgia, regardless of the status of his or her parent or legal guardian.
- C. In the event that a legal resident of Georgia is appointed by a court as guardian of a non-resident member, such minor will be permitted to register as an in-state student providing the guardian can provide proof that he or she has been a resident of Georgia for a period of 12 months immediately preceding the date of the court appointment.
- D. Aliens shall be classified as non-resident 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.

Waivers*

An institution may waive out-of-state tuition for:

1. **Academic Common Market.** Students selected to participate in a program offered through the Academic Common Market.
2. **International and superior out-of-state students.** International students and superior out-of-state students selected by the institutional president or an authorized representative, provided that the number of such waivers in effect does not exceed two percent of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state tuition is to be waived.
3. **University System employees and dependents.** Full-time employees of the University System, their spouses, and their dependent children.
4. **Medical/dental students and interns.** Medical and dental residents and medical and dental interns at the Medical College of Georgia (BOR Minutes, 1986-87, p.340).
5. **Full-time school employees.** Full-time employees in the public schools of Georgia or of the Department of Technical and Adult Education, their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver (BOR Minutes, 1988-89, p.43).

6. **Career consular officials.** Career consular officials, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of their respective governments.
7. **Military personnel.** Military personnel, their spouses, and their dependent children stationed in Georgia and on active duty.
8. **Research university graduate students.** Graduate students attending the University of Georgia, the Georgia Institute of Technology, Georgia State University, and the Medical College of Georgia, with the understanding that the number of students at each of these institutions to whom such waivers are granted shall not exceed the number assigned at any one point in time.
9. **Border county residents.** Residents of an out-of-state county bordering a Georgia county in which the reporting institution or a board-approved external center of the University System is located. Armstrong Atlantic has agreements with Jasper and Beaufort counties, South Carolina.
10. **National Guard members.** Full-time members of the Georgia National Guard, their spouses, and their dependent children. (BOR Minutes, April, 1998, pp. 16-17).
11. **Students enrolled in University System institutions as part of competitive economic development projects.** Students who are certified by the Commissioner of the Georgia Department of Industry, Tourism and Trade as being part of a competitive economic development project.
12. **Students in Georgia-based corporations.** Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through University System institutions to provide out-of-state tuition differential waivers.
13. **Students in pilot programs.** Students enrolled in special pilot programs approved by the chancellor. The chancellor shall evaluate institutional requests for such programs in light of good public policy and the best interests of students. If a pilot program is successful, the tuition program shall be presented to the board for consideration.
14. **Students in ICAPP Advantage programs.** Any student participating in an ICAPP Advantage program.
15. **Direct Exchange Program Students.** Any international student who enrolls in a University System institution as a participant in a direct exchange program that provides reciprocal benefits to University System students.
16. **Families moving to Georgia.** A dependent student who, as of the first day of term of enrollment, can provide documentation supporting that his or her supporting parent or court-appointed guardian has accepted full-time, self-sustaining employment and established domicile in the state of Georgia for reasons other than gaining the benefit of favorable tuition rates may qualify immediately for an out-of-state tuition differential waiver which will expire 12 months from the date the waiver was granted. An affected student may petition for residency status according to established procedures at the institution.
17. **Recently separated military service personnel.** Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in a program for teacher certification and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year.

**Please consult the registrar's office regarding waiver requests.*

Bordering County Agreements

Armstrong Atlantic State University has bordering county tuition agreements with Jasper and Beaufort counties in South Carolina. Contact the Office of the Registrar for more information.

Residency Reclassification

Students are responsible for applying under the proper residency classification. A student classified as a non-resident who believes that he or she is entitled to be reclassified as a legal resident may **petition** the registrar for a change in status. The petition must be filed no later than 60 days after the term begins in order for the student to be considered for reclassification for the term. If the petition is granted, reclassification **will not** be retroactive to prior semesters. Petition forms are available in the registrar's office.

Off-Campus Fees

All students enrolled in courses categorized "on-campus" will be charged athletic, recreation, and activity fees. "On-campus" courses are those defined as being physically located in Chatham County. Students enrolled exclusively in courses categorized as "off-campus" will not be charged health, recreation, and activity fees. "Off-campus" courses are those defined as being physically located outside of Chatham County. Students taking a combination of on and off-campus courses will be charged the health, recreation, and activity fees. Internet courses will be categorized as off-campus. A course will be considered as Internet if 100% of the course is delivered over the Internet. All students are required to pay a technology fee.

Other Fees and Deposits

Fees effective Fall 2008 are listed below.

Graduate Application Fee (Non-Refundable)\$30

Must accompany initial application. Acceptance of application fees does not constitute acceptance of application.

Graduation Fee (Non-Refundable)\$54

Payable by each candidate for graduation when the graduation application is submitted (two semesters prior to graduation). If the candidate is receiving a second degree at the same graduation ceremonies, an additional \$10 is due. The full \$54 is charged for a second degree awarded at a subsequent graduation ceremony. A fee of \$25 is charged for each replacement diploma.

Physical Therapy Deposit (Non-Refundable).....\$250

For accepted applicants to retain their position in the program.

Late Registration Fee (Non-Refundable).....\$54

A late registration fee is charged by the Business Office to all students who do not complete registration by the close of business during the regular registration period. Registration is completed by registering for classes and paying all fees due on your student account. Students who have completed registration during the regular registration period and subsequently add classes during late registration are not charged a late registration fee. Students having checks for tuition returned for non-payment will be charged the late registration fee.

Student Activity Fee.....\$44

Student Athletic Fee.....\$137

Student Health Fee.....\$13

Student Technology Fee\$47

Student Recreation Fee\$43

Student Center Fee\$90

Student Access ID Fee\$15

Teacher Education Internship Fee

Students admitted to teacher education programs in the College of Education are required to pay a \$250 internship fee (to be submitted with internship application).

Parking Decal – non-refundable \$50 annually, covering August through July

Continuing Education Courses (Non-Credit)

Fees are announced every semester for scheduled courses (fees vary by course). Students who formally withdraw from a continuing education course, short course, workshop, or conference up to twenty-four hours prior to the first class meeting will receive a full refund of fees paid. No refunds will be made for withdrawals after the first class meeting. Fees paid for courses or conferences canceled by the Office of Professional and Continuing Education will be refunded 100%. Refund checks will be mailed approximately four weeks after approved withdrawal form is received by the office of Financial Services.

Lost Check Fee\$26

Students who lose university checks will be charged a \$26 replacement fee. This is the amount the bank charges the university.

Refund Policy

Refund of tuition and fees may be requested only upon written application for withdrawal from school. The withdrawal form should be completed in the Office of Student Affairs. *No refunds will be made to students dropping a course after late registration.* A drop slip should be completed in the Registrar’s Office. Refund checks will be made payable to the student regardless who may have paid the fees. Refunds to students who paid by personal check will be delayed until assurance is made that the check is valid. Refunds are not made for graduation or late registration fees.

The refund amount for students withdrawing from the institution shall be based on a pro rata 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 includes weekends, but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the point of time that the amount earned equals 60%.

Students who withdraw from the university when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges.

Refunds are based on the withdrawal date of the term’s calendar days, not how many times individual classes have met.

Students who register for classes, pay fees, and formally withdraw from school cannot re-register for that term.

Students who attend multiple sessions within the same semester may only qualify for a refund if they withdraw from all classes.

All withdrawal refund checks will be mailed to the student’s address on file in the Registrar’s Office.

Summer Term Refunds

Due to the varying lengths of courses offered during the summer, refunds are based upon individual course length. Due to the multiple lengths of summer term classes, refunds for withdrawals and canceled classes will be mailed at the end of the semester.

Returned Check Policy

The university recognizes students will occasionally write non-sufficient funds checks. When a check is returned by the bank, the Office of Student Accounts will notify the student. The university expects the student to immediately respond to this notice and pay the check plus the applicable service charges.

A service charge of \$25 or 5% of the check, whichever is greater, is assessed for returned checks. In addition to this charge, non-sufficient funds checks written for tuition payments will be assessed the late registration fee. Checks returned because of bank errors will be re-deposited after written notification is received from the bank and a \$30 service charge is paid by the student. No late registration fee is assessed for checks returned because of bank error. Students should request reimbursement of the service charge from their bank.

A stop payment of a check does not constitute a formal written withdrawal and is considered a returned check. Writing a non-sufficient funds check or stopping payment on a check does not cancel registration. Students whose check is returned for non-sufficient funds or who places a stop payment on a check must honor the check and pay the applicable service charges before withdrawing from the university. After honoring a returned or stop payment check and formally withdrawing in the Office of Student Affairs, the student will receive a refund, if applicable.

A student whose check is returned for tuition will be dropped from their class roll. When the check and applicable charges are paid, the student will be added back to the class roll. If the check and charges are not paid, the student's account will be placed on "hold" and the student must pay for the future enrollment in cash or cash equivalent for one year. A service charge of \$30 or 5% of the returned check will be charged at the time of the subsequent enrollment.

If the student does not respond to the Student Accounts notice and pay the check and applicable service charges, the student will be removed from the class if the check was written for tuition.

Students with returned checks who do not follow the correct procedures to redeem their checks will have their registration status put on "hold". After complying with the procedure, the "hold" will remain on their account for one year. A registration permit to register must be obtained from Student Accounts in order to register. The student must request the lifting of the "hold" after one year. After this year period, the student may request reinstatement of check writing privileges.

Fee Payment by Cash

All payments must be in U.S. currency. Cash payments can be made at the cashier's window in Burnett Hall.

Fee Payment by Credit Card

Credit cards (VISA and MasterCard) may be used to pay tuition for students. Credit cards can be used to pay fees for classes registered via the web. *Partial payments, i.e. part credit card/part cash or check are not accepted. The person whose credit card is being used to pay tuition must be present to sign the charge slip. Credit card payment is available in person (located in Victor Hall) or on the web. No credit card payments will be accepted over the telephone.*

Fee Payment by Check

Checks should be made payable to *Armstrong Atlantic State University* or AASU and addressed to *Student Accounts – Tuition Payments, Armstrong Atlantic State University, 11935 Abercorn Street, Savannah, Georgia 31419*. Checks must have a printed bank account number. The university will not accept any checks in which account numbers are hand-written. Check and class schedule/invoice must be presented with payment, mailed with invoice attached when using the drop boxes. *The total amount due on the schedule confirmation (including encumbrances) must be paid in order for the university to accept payment.* Encumbrances are other debts owed by the student to the university. Only full payments will be accepted. If you are making a partial payment by check and the rest by cash, you must go to the cashier's window in Burnett Hall. Students who have some financial aid and pay the balance with cash/check must pay their fees to the cashier during regular registration. Students who mail their schedule/invoice and check to the Office of Student Accounts cannot be guaranteed enrollment unless their envelope is sent by registered mail and is received by the Office of Student Accounts by the appropriate deadline.

Checks submitted with an old schedule/invoice, without a schedule/invoice, check amount less than total fees due, incomplete checks, counter checks, two-party checks, or post-dated checks will be mailed back to the student.

The student's AASU ID number should be listed on the check. Only checks drawn on U.S. banks will be accepted.

Do not submit a check that you know will be returned by your bank. Payments for returned checks will be accepted only in cash, cashier's check, or money order.

Students who still owe from previous semesters must pay in cash, money order, or cashier's check in order to have "holds" lifted immediately. If you pay by check, "holds" will remain until check clears the bank.

Financial Aid Student Payment

Students who have financial aid will have their aid applied directly to their student account. "Excess" checks (a result of financial aid less tuition and other fees) will be mailed weekly after the third week of classes throughout the term as financial aid is processed and verification of attendance is completed.

Students who do not pre-register or do not complete financial aid paperwork on time will have their "excess" check delayed. *In order to receive your "excess" check as soon as possible, you must pre-register and have all financial aid paperwork completed on time.*

Financial Aid students who do not have confirmation of aid should be prepared to pay.

Financial Aid students who pre-register, but whose aid does not exceed fees, should submit the remaining payments on registration day. Financial Aid students who register during regular registration should go to the cashier if they still owe fees.

All financial aid students who register through late registration and are owed money will have their "excess" checks mailed to them starting at the end of the third week of classes after completion of verification of attendance. Students whose financial aid is not completed prior to registration should be prepared to pay fees themselves and be reimbursed later in the term. Students with financial aid who want to pay fees early with personal funds must pay by the fee payment deadline. (Fee payment deadlines may be found at either the [Registrar](#) or [Business Office](#) web sites.)

Financial Aid Excess Checks

An excess check is the net amount of financial aid less all charges. All financial excess checks will be mailed to the student's address as listed in the Registrar's Office (SHIP account). Students should ensure that their correct mailing address is on file with the Registrar's Office. Students registered for later sessions of class may have their funds delayed to verify their attendance.

Student Account Information

The Office of Student Accounts will not release student account information over the telephone. Students should inquire about their accounts over S.H.I.P. Student account information will only be released if the student appears in person with applicable identification. This identification will be a picture ID and driver's license with Social Security number or a Social Security card.

Financial Obligations

Any student delinquent in the payment of any financial obligation to the university will have grade reports and transcripts of records withheld. Grade reports and transcripts will not be released until all financial obligations are met. Students with delinquent payments will not be permitted to register for classes. Fees for each semester are to be paid in full at the time of registration.

Brunswick/Liberty Center Financial Policies

Cash payments are not accepted. Students should mail personal checks, cashier's checks, or money orders to AASU in an official envelope along with schedule/invoice. Payments must be received by Armstrong Atlantic within three working days after registration. Make checks payable to AASU or Armstrong Atlantic State University. Students participating in advance registration, registration, or late registration may use credit cards (VISA or MasterCard) to pay tuition only over the web. Partial payments, i.e., part credit cards/part cash or check, are not accepted.

Financial Aid Students —Armstrong Atlantic financial aid students taking classes at Coastal Georgia Community College or Georgia Southern University need to list cross-registration CRN on the Brunswick Center registration form.

The student is responsible for indicating on Brunswick Center's registration form that aid is being applied for through Armstrong Atlantic. (NOTE: Be advised that the hours enrolled in at CGCC or GSU will not be automatically input into Armstrong's systems; these hours MUST list the CRN for XREG hours and the total credit hours in CGCC or GSU classes. Aid files will remain unprocessed for these hours if this step is neglected.)

The Office of Financial Aid at Armstrong Atlantic may be contacted at 912.344.3266 or 1.800.633.2349. They may also be reached by logging into www.es.armstrong.edu/finaid. Brunswick Center staff may be contacted at 912.264.7227 or by visiting them at the Hargett Administration Building at Coastal Georgia Community College. Notification of registration after the start of the term will result in a substantial delay of the process of your financial aid or possible denial of aid.

Refund Policy — Refund of tuition and fees may be requested only upon written application for withdrawal. The withdrawal form should be completed by the Office of Student Affairs at 912.344.2582. No refunds will be made to students dropping a course after late registration. Refunds for withdrawals, academic suspension, and canceled courses will be mailed starting the ninth week of the semester. Refunds are not made for late registration fees or graduation fees. Refund checks are payable to the student (regardless of who paid the fees).

Other Financial Aid and Fees

A student enrolled at Armstrong Atlantic or Savannah State who pays the maximum tuition and fees amount may be eligible to take one course at the other institution at no charge. Students should consult with the Registrar's Office regarding program details and the required documentation before registration.

After the payment of fees, the application of financial aid fees, or application of support by outside agencies, no financial adjustments for dropping a course will be made.

All tuition and fees are due at registration according to the guidelines of the Board of Regents of the University System of Georgia. There are no deferments of fees or payments plans.

Students whose fees were paid by financial aid and who withdraw from school will have their refund returned to the source based upon federal regulations and university policy.

Students who add a class, do not pay the additional fees, and do not officially drop the course, will be charged for the course and will receive a grade.

The university reserves the right to apply all payments, deposits, or financial aid to any unpaid student balances.

Brunswick Center and Liberty Center students should consult with center staff for specific guidelines and procedures.

All students enrolled for classes will be charged the technology fee and, if applicable, the activity, recreation, and athletic fees, regardless of the length of the class.

Only cash, money orders, or checks, will be accepted for students trying to clear a hold on their account.

Physical therapy DPT students should apply for financial aid to the Medical College of Georgia.

Financial Aid General Information

The Office of Financial Aid is especially concerned with students who need financial assistance to attend Armstrong Atlantic State University. The primary responsibility for financing a college education is the inherent obligation of the student and family. Financial aid is provided through a combination of sources including scholarships, grants, loans, and part-time employment.

Either the Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid must be used to help determine the student's eligibility. Information used in determining eligibility includes family income, assets, number of family members, number in college, etc. The university will attempt to assist the student with the difference between the total expected family contribution and the cost of attending the university. The website for FAFSA and renewal FAFSA is www.fafsa.ed.gov.

Any student admitted to or attending Armstrong Atlantic State University is encouraged to apply early for financial aid. Priority is given to students who apply by March 15.* Students must have a complete file in the Office of Financial Aid no later than April 15* to ensure that funds will be available for the fall semester. If the file is not complete by this date, the student should be prepared to pay the fees for fall registration and be reimbursed later in the term, if eligible.

*For priority deadlines, go to the financial aid website at www.es.armstrong.edu/finaid.

Title IV Financial Aid Funds

Students who receive Title IV aid and withdraw from the university are subject to federal regulations governing the return of those funds. The return of funds calculation is done by Student Accounts in the Business Office. This calculation is based on how much of the aid disbursed to the student's account has been earned vs. how much has been unearned. The unearned portion is the amount that will be returned to the Title IV program up to the point of time that the amount equals 60%. Based on this calculation, both the school and the student may be required to return a portion of the aid. Students will be notified via the U.S. postal system if they will be required to return funds. Students will have forty-five days from the date of their letter to make payment to the university. If by 5:00 pm on the forty-fifth day the debt is not repaid, the student is reported to the U.S. Department of Education. At that point the student

must communicate with the U.S. Department of Education to make this payment. The student will not be eligible for any further Title IV funds from any university until the debt is repaid to the U.S. Department of Education.

Disbursement of Financial Aid

Disbursement of financial aid will be made only if the applicant has completed all requirements for receipt of aid, which includes submission of verification documents, if necessary. Verification of attendance must be attained for classes before aid is disbursed to the student's account. A student's enrollment in sessions of semesters that begin later in the term may cause a delay of disbursement of aid due to verification of attendance in such classes. Students should contact the Student Accounts Office for options on how they can receive their excess funds. Aid offered is based on full-time enrollment status unless otherwise indicated, and may be adjusted depending on hours enrolled. Students who attend off-campus centers are also subject to verification of attendance.

Financial Aid for Transient Students with Consortium Agreements

AASU students attending other institutions as transient students may have their aid eligibility based on enrollment at the host institution. Students are required to complete the necessary documentation with the graduate office and the Office of Financial Aid. The students' financial aid will be sent to the host institution unless the student provides the Office of Financial Aid with proof of payment. AASU will still disburse financial aid according to its own schedule. Consortium agreements do not serve as payment to the host institution nor can AASU defer another institution's fee payment deadline. Students must have all original transcripts from the host institutions returned to AASU and posted to their records before any future aid can be disbursed.

Graduate Assistantship Programs

A number of qualified students may be given financial aid in the form of an assistantship while pursuing work leading to the graduate degree. To be eligible for appointment as a graduate assistant, the student must have degree admission to the School of Graduate Studies. Persons holding assistantships are expected to render certain services to the university. The supervisor to which the student is assigned will outline the required duties. During each semester of the assistantship, a graduate assistant must provide proof of insurance and register for and earn credit for six to twelve hours of graduate course work leading to the degree. A graduate assistant must also maintain a 3.0 GPA. Further information is available in the [Graduate Assistantship Guidelines](#). Applications for graduate assistantships may be obtained from the School of Graduate Studies.

Employment Programs

The [Federal College Work-Study Program](#) provides jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to your course of study. No Federal Work-Study student may be paid by commission or fee. AASU must pay work-study students at least once a month. Work-Study funds cannot be credited toward tuition. Earnings from Work-Study cannot exceed the total Federal Work-Study award. When assigning work hours, an employer or financial aid administrator will consider the student's class schedule and their academic progress. Students may not work more than 19 hours per week.

The Institutional Work Study Program helps students find part-time jobs in various departments on campus. All enrolled students may participate, and no financial eligibility requirements apply. Interested students should seek employment from departments on campus. Applications for institutional work study students may be obtained from the Office of Financial Aid.

Work study funds are earned on an hourly basis and are only paid for work performed. Funds from this program are not available for registration.

Grant Programs

Graduate students and students holding baccalaureate degrees are not eligible for the Federal Pell Grant.

Loan Programs

Federal Stafford Loans are available through lending institutions for students who are enrolled at least half-time (four semester hours fall term, four semester hours spring term, and three semester hours summer term). Deferment is available until students fall below half-time attendance. Subsidized loans are loans in which the interest is paid by the federal government. Unsubsidized loans are loans in which the student is responsible for the interest which accrues.

Graduate students **MUST** be enrolled in graduate level classes. Graduate students who have been admitted on a limited or provisional status are not eligible to receive graduate level loan funds. Graduate students must be enrolled at least half time of GRADUATE level classes to receive loan funds. Specific certificate programs may not be aid eligible. **Teacher certification students are subject to a review of their program of study which can delay processing.**

Georgia Service-Cancelable Student Loans are offered for certain “critical” health fields. These loans are re-paid by service in Georgia after graduation. Because of limited funding, students should complete the FAFSA as early as possible each year to receive full consideration for this award.

You may visit www.gacollege411.org for more details about Service-Cancelable Student Loans.

Scholarship Programs

HOPE Teacher Scholarship

The HOPE Teacher Scholarship is funded by the Georgia Lottery for Education and is a component of the HOPE Scholarship Program, a division of the Georgia Student Finance Authority. The scholarship provides financial assistance to teachers and individuals who are seeking advanced degrees in critical fields of study. Scholarship recipients agree to teach in a Georgia public school at the preschool, elementary, middle, or secondary level after graduation. If a recipient fails to meet this obligation, the scholarship becomes a loan, which must be repaid in cash, with interest.

Scholarships will be awarded on a first-come, first-served basis. The maximum award will be up to \$10,000 or the cost of attendance for the approved degree program. Awards are made for specific terms during the year and will be based on the student’s cost of attendance, any other scholarships and grants the student is receiving, and the number of semester hours the student is enrolled in each term. The maximum award for each term depends on the number of credit hours for which the student is enrolled.

In order to be eligible you must:

1. Be a legal resident of Georgia;
2. Be a United States Citizen or Permanent Resident Alien who meets the definition of an eligible non-citizen under Federal Title IV requirements;
3. Be admitted regularly into graduate school and into an advanced degree teacher education program in a critical field of study.
Students who are admitted into graduate school as provisional or limited are not eligible for HOPE Teacher;
4. Be certified by the Department of Education teacher certification official at the eligible institution to be admitted into an advanced degree teacher education program in a critical field of study leading to certification;
5. Agree to teach in a Georgia public school at the pre-school, elementary, middle, or secondary level after graduation;
6. Not owe a refund on a grant or scholarship previously received under any state of Georgia or federal program for attendance at any post-secondary educational institution; and
7. Not be in default on a loan previously obtained under any state of Georgia or federal program for attendance at any post-secondary educational institution.

When completing the application, you will find a Promissory Note which you must enter into with the Georgia Student Finance Authority and HOPE Scholarship Program to receive scholarship funds. Recipients agree to teach, with a grace period of one year after completing the approved degree program, in their critical field for one academic year for each \$2,500 awarded through the scholarship in a Georgia public school at the preschool, elementary, middle, or secondary level, with a maximum of four years to repay.

If the scholarship recipient fails to complete the degree program or meet the terms of the teaching obligation, the scholarship becomes a loan, which must be repaid in cash with interest. At the time the recipient enters repayment status, the interest rate will be fixed for the term of repayment based on the prime rate as of July 1 of the then-current calendar year, not to exceed ten percent per year.

HOPE Teacher and HOPE Promise are state funded programs. The aid year for these programs begins summer semester and ends the following spring semester. Applications for these programs are made available by Georgia Student Finance Commission (GSFC) no later than June and can be found on the GSFC web site. The Office of Financial Aid may not be notified of available funding for these programs until July 1. These funds may not be available to apply toward tuition and fees by the fee payment deadline. Therefore, students may have to pay their tuition and fees out of pocket and be reimbursed when funding becomes available.

Additional information on all HOPE programs may be obtained via the GSFC website (www.gacollege411.org) or by calling 1.800.505.GSFC (4732).

Academic Scholarship Application and Offerings

With the approval of the president and consistent with Armstrong Atlantic’s overarching policy of ensuring integrity in the scholarship award process, the university accepts totally private funds donated for scholarships earmarked for certain categories of students. Allocation by AASU of such privately funded scholarships is undertaken with the express purpose of broadening the award of scholarship aid to embrace students who otherwise might be excluded.

There are many scholarships which are awarded on the basis of merit, need, or both. These monies will be awarded by a scholarship committee during spring for the academic year. You must apply for these and other scholarships using the [Armstrong Atlantic State University Scholarship Application](#) which is available from the Office of Financial Aid or on the financial aid website. Some of the [scholarships](#) for which you are applying were provided by: Anthony Porter, L. Pauline Gooch, Eleanor Webster Boyd Scholarship Fund, Office of Alumni Affairs, Savannah Volunteer Guards, Porter Pierpont Rotary Club, Melaver Foundation, Belk Stores, Sprague-Oxnard Scholarship, Class of '37, and Bank of America.

Federal Nurse Traineeship Award

Federal Nurse Traineeship Awards are available for full-time graduate nursing students. Awards are made in the summer semester. Contact the graduate nursing coordinator.

Dr. Wilbur Lundquist Scholarship

The Wilbur Lundquist Scholarships are available for graduate public health students. Awards are made in the spring semester. Contact the Department of Health Sciences.

Other scholarships are posted by the Office of Financial Aid as they become available from various donors. The majority of the scholarships are offered in the spring preceding the academic year. This information is available at www.es.armstrong.edu/finaid.

Fellowship Program

Roger K. Warlick Fellowship in History

The purpose of this fellowship is to attract outstanding scholars who wish to pursue a master's degree in history. Application information may be obtained from the Department of History or the Office of Financial Aid.

Academic Policies and Information

Policies

Admission Requirements for the School of Graduate Studies

Degree-seeking applicants are required to meet admission requirements for the School of Graduate Studies. The minimum requirements for degree-regular admission are as follows:

1. An earned baccalaureate degree from a regionally-accredited institution is required. Minimum overall undergraduate GPA is program specific; however, the School of Graduate Studies requires a minimum 2.5 overall undergraduate GPA.
2. Required admission tests and scores are program specific. However, the School of Graduate Studies as a rule requires a minimum score for the following tests:
 - a. [Miller Analogies Test](#) = 44/402-407
 - b. [Graduate Record Examination](#) = 450 verbal and 450 quantitative and 3.5 analytical
 - c. [Graduate Management Admission Test](#) = 450
3. Applicants may be required to meet additional program specific requirements.

Note that program-specific admission requirements for degree admission (regular and provisional) are listed separately.

Categories of Graduate Admission

Degree Category

Applicants who are admitted to the School of Graduate Studies with the expressed intention of following a program leading to a graduate degree are classified as degree students. When admitted as a degree student, the applicant will be placed in one of the following categories:

Degree-Regular

A prospective candidate for a degree, who meets all requirements for unqualified admission, has been recommended by the graduate program in which the student proposes to study, and approved by the School of Graduate Studies, is classified as a degree-regular student.

Degree-Provisional

1. A prospective candidate for a degree who does not satisfy the regular admission requirements may be classified in this category under conditions specified at the time of admission.
2. The School of Graduate Studies will establish these conditions based on the recommendation of the graduate program in which the student proposes to study.
3. A student may take no more than nine semester hours of course work which has been determined by the graduate program in which the student proposes to study. Because there is the requirement to carry more than nine semester hours during the first semester of the physical therapy program of study, all provisional graduate students in physical therapy will be allowed to enroll in more than nine hours of approved graduate credit.
4. The student may be reclassified to degree-regular status if at least one course at AASU, approved by the advisor, has been completed with a grade of no less than a B and have met all the conditions as set forth by the academic department. Most graduate programs require provisional students to take a minimum of three graduate classes before possible reclassification. Each academic unit may require that specific courses must be completed prior to a student's reclassification.
5. Failure to satisfy the conditions in the specified time limit will result in the student's ineligibility to continue work in the School of Graduate Studies.
6. Financial aid may not be available for all provisional degree seeking students.

Limited Admission Category

Applicants who do not meet all of the requirements for either degree-regular or degree-provisional admission or applicants with the expressed intention of enrolling in graduate courses without working toward a degree may be classified as limited admission students. A limited admission student may apply to a degree program at any time. Upon the advisor's recommendation, a maximum of six semester hours credit may be included in a program of study should the student gain reclassification as a degree student.

Except in the case of students enrolling with the expressed intention of earning a certificate or on a transient basis, no limited admission student is permitted to complete more than six graduate semester hours without meeting either the regular or provisional admission requirements. Financial aid may not be available for all limited degree seeking students.

Non-Degree Seeking Category

1. An applicant with the expressed intention of enrolling in graduate courses without working toward a graduate degree. Non-degree seeking students are limited to a total of six graduate semester hours. A non-degree student may apply to a degree program at any time after meeting requirements for either degree-provisional or degree-regular admission. No financial aid is available for non-degree seeking students.

Post-Baccalaureate - Teacher Certification

1. An applicant who seeks enrollment in courses to meet certification requirements or to update certification.
2. A specific number of semester hours over six semester hours may be earned to complete certification requirements or to update certification.
3. Financial aid may be available for post-baccalaureate teacher certification students. Contact the Graduate Enrollment office or the Financial Aid office for specific details.

Transient

1. An applicant who is enrolled in a graduate program at another institution but is approved to enroll in graduate courses at Armstrong Atlantic.
2. Transferability of credit is the prerogative of the home institution.
3. The home institution will approve the number of semester hours that may be earned at Armstrong Atlantic.
4. Graduate transient students are not allowed to attend more than two consecutive semesters.

5. Updated letters of good standing are required for each semester attended.
6. Financial aid for AASU transient students is obtained through AASU. Students must complete all paperwork required by the Graduate Enrollment office and the Office of Financial Aid.

Guidelines for Admission Classification

Undergraduate and Graduate Students

Determination of Admission Classification

An applicant with an earned baccalaureate and/or earned graduate degree may be admitted by the undergraduate admissions office and be classified as an undergraduate or may be admitted by the School of Graduate Studies and be classified as a graduate student.

Fees are charged at either the undergraduate or graduate rate based upon the student classification in the student information system.

Undergraduate Status

Applicants are classified as undergraduate students if:

- An undergraduate application has been received.
- Pursuing any of the following undergraduate admission categories:
 - Post Baccalaureate, personal enrichment courses, or prerequisite courses for a second degree
 - Second Baccalaureate Degree

Students with an earned baccalaureate and/or earned graduate degree may continue to be classified as an undergraduate student until they wish to enroll in graduate courses for graduate credit at the 5000 level (or 6000, 7000, 8000 levels).

Once an undergraduate student changes admission status from an undergraduate admission category to a graduate admission category, the graduate classification should remain unless the student decides to pursue an undergraduate degree instead.

Graduate Status

Applicants are classified as graduate students if:

- An application to the School of Graduate Studies has been received and prior degrees have been verified.
- Pursuing any of the following graduate admission categories:
 - Degree Seeking (regular, provisional, or limited)
 - Non-degree Teacher Certification
 - Graduate courses for personal enrichment
 - Certificate

Residence Requirement for Degrees

A minimum of one-half of the hours required for the degree must be earned in residence. A maximum of one-half of the hours required for the degree may be earned in courses offered off-campus, including courses offered through the Area Teacher Education Services. AASU courses taken off-campus as part of an approved external degree program are considered to have been completed in residence.

Immunization Requirements

The Board of Regents of the University System of Georgia requires all new students attending Armstrong Atlantic State University to submit acceptable proof of immunization against the following: MMR (measles, mumps, rubella) 1 & 2, Tetanus-Diphtheria (Td booster in the last 10 years or primary series with DtaP, DTP or Td), and Varicella (either history of chicken pox, positive Varicella antibody, or two doses of vaccine given at least 1 month apart if immunized after age 13) **before** being allowed to register for classes. It is important that all shots be given after the first birthday. For students born before January 1, 1957, only proof of immunization against tetanus is required. Students who previously attended AASU are exempt, assuming records are already in the AASU system.

Students who do not present evidence of immunization will not be allowed to register or to attend classes until they can present the required immunization certificate. Students who have religious objections and students whose physicians have certified that they cannot be immunized because of medical reasons may be allowed to register with the understanding that they must leave the campus in the event of an outbreak of the aforementioned diseases. Immunization forms may be obtained from the School of Graduate Studies or the web site.

Required Admissions Examinations

Prospective candidates for graduate degrees are required to submit official scores from the examination appropriate to their specific degree program. To be official, test scores must be sent from the testing agency directly to the School of Graduate Studies. Further information on test dates and fees may be obtained from the Testing Center in the Division of Student Affairs or the School of Graduate Studies.

Graduate Management Admission Test (GMAT)

The GMAT consists of seven separately-timed sections, each containing multiple choice questions. Total test time is three and one-half hours. The GMAT measures general verbal and mathematical skills that are associated with success during the first year of graduate study. Verbal and quantitative scores are required.

Graduate Record Examination (GRE)

The GRE General Test contains sections designed to measure verbal, quantitative, and analytic abilities. The test consists of seven thirty-minute sections. Specialized subject tests are also offered. General test scores are required.

Miller Analogies Test (MAT)

The MAT consists of 100 multiple choice questions designed to measure verbal aptitude. The total exam time is fifty minutes. A single raw score is assigned.

Lettering System for Courses

Four letters precede a four-digit number in the course listings given in the Armstrong Atlantic graduate program of study requirements and course descriptions. The following is a list of all abbreviations used for course designation purposes:

ADED = Adult Education	FOUN = Foundations of Education	NURS = Nursing
ADMT = Administration	GEOG = Geography	OCEA = Oceanography
ARTS = Art	GEOL = Geology	PEAT = Physical Education
ASTR = Astronomy	GERO = Gerontology	Athletic Training
BIOL = Biology	GWST = Gender and Women's Studies	PECI = Physical Education
CHEM = Chemistry	HIST = History	Curriculum Instruction
CRJU = Criminal Justice	HRVD = Human Resource Development	PHTH = Physical Therapy
CSCI = Computer Science	LING = Linguistics	PHSC = Physical Science
CSDS = Communication Sciences & Disorders	MAED = Mathematics Education	PHYS = Physics
ECEG = Early Childhood Education (MED)	MATH = Mathematics	POLS = Political Science
ECMT = Early Childhood Education (MAT)	METR = Meteorology	PSYC = Psychology
ECON = Economics	MGED = Middle Grades Education (MED)	PUBH = Public Health
EDUC = Education	MGSE = Middle Grades Education (MAT)	RDEN = Reading Endorsement
EEXE = Exceptional Education	MHSA = Health Services Administration	SCED = Secondary Education
ENGL = English	MUSC = Music	SMED = Sports Medicine
ESOL = English to Speakers of Other Languages		SOCI = Sociology
FILM = Film		TECH = Technology
		THEA = Theatre

Numbering System for Courses

5000-5999 Graduate courses with dual enrollment by undergraduate and graduate students (permission is not required for undergraduate students who are listed as graduating seniors).

6000-8999 Graduate courses (undergraduate students may not enroll)

Fifty percent of the graduate program of study must be completed at the 6000-8000 levels.

The dual enrolled graduate courses at the 5000 level will be designated in the following way:

Example: GERO 5000-U (undergraduate credit only)

GERO 5000-G (graduate credit only)

A student must enroll for either undergraduate or graduate credit in a dual-enrolled course and will not be allowed to change level of credit after the initial enrollment. The above designation (U or G) will be placed on the class rolls and on the individual student transcripts. Upon the advisor's approval, credit earned in 5000-U courses may be applicable to an undergraduate program of study. Upon the advisor's approval, credit earned in 5000-G courses may be applicable to a graduate program of study. Credit earned in 5000 level courses may only be used once for one level (undergraduate or graduate).

No more than fifty percent of a graduate program of study may be comprised of dual-enrolled courses.

Additional course requirements are included for graduate credit in 5000 level courses. Refer to the course outlines/syllabi from the academic unit for these requirements.

Major Codes for Graduate Degrees and Certificate Programs

Degrees

Master of Arts	
History	HIS
Liberal and Professional Studies.....	LPS
Teaching	
Early Childhood Education.....	MAT_MEC
Middle and Secondary Education ...	MAT_MMG
General Special Education	MAT_MSP
Master of Science in Computer Science	MCS
Master of Science	
Criminal Justice	CRJ
Master of Communication Sciences & Disorders.....	CSDS
Master of Health Services Administration.....	HSA
Master of Public Health	MPH
Master of Science in Nursing	
Adult Clinical Nurse Specialist.....	NUR
Adult Nurse Practitioner	ANP
Advanced Practice Nursing	NUR
Clinical Nurse Leader	NUR
Nursing Administration	NUR
RN to MSN Option.....	NUR
Doctorate in Physical Therapy	DPT

Master of Science in Sports Medicine	MSM
Master of Education	
Adult Education and Community Leadership	AED
Curriculum and Instruction	CIR
Early Childhood Education	ECE
Middle Grades Education.....	MGE
Special Education	
– Behavior Disorder	BDE
– Learning Disabilities	LDE

Certificate Programs

Adult Education.....	AEC
Educational Technology.....	CET
Gender and Women’s Studies	GWST
Gerontology.....	GER
Heritage Tourism.....	HTC
Post Master’s Nursing	
Adult Health Clinical Nurse Specialist.....	ACN
Adult Nurse Practitioner.....	NPC
Nursing Administration.....	NAD
Strength and Conditioning.....	SME

Grade Reports

Grade reports are issued directly to the student at the end of each semester. The following grade reports will be used for completed graduate credit:

Grade	Honor Points		
A	Excellent.....	4.0	
B	Good.....	3.0	
C	Satisfactory.....	2.0	
D	Unacceptable	1.0	
F	Failure	0	
I	Incomplete (Assigned by the instructor in emergency situations).....	0	
IP	In Progress (Assigned by the instructor for practicum/project and/or thesis courses only)	0	
W	Withdrawal with no penalty (Assigned by the instructor no later than the mid-semester period in a course).....	0	
WF	Withdrawal with failure (Assigned by the instructor after the mid-semester period)	0	
V	Audit (Must receive permission to audit prior to registration and the course may not be changed to credit).....	0	
S	Satisfactory	0	
U	Unsatisfactory	0	
NR	Grade not reported	0	

The overall GPA is determined by dividing the total honor points earned by the total hours attempted, with hours and honor points for repeated courses not duplicated in the calculation. An I which has not been removed by the mid-term date of the succeeding semester is changed to an F unless the instructor recommends an extension in writing addressed to the graduate dean. An IP will be assigned for practicum/project and/or thesis courses until completed. The S and U symbols must be utilized for completion of the thesis, practicum, or project. The S and U symbols may be used for other courses. A WF (withdrew, failing) is recorded for any student withdrawing after the mid-term date. Exceptions to this policy must be approved by the school or college dean and will be approved only on the basis of hardship.

Repeating Courses — When a course is repeated, only the last grade earned counts in earned hours requirements, GPA hours, points, and overall GPA. All course work taken remains on a student’s academic record. A student may repeat any course.

Academic Probation and Standing

Any degree-seeking or teacher certification student who falls below a 3.0 overall grade point average upon completion of nine semester hours approved by their academic department will be placed on academic probation. In order to have the academic probation removed, a 3.0 overall grade point average must be earned upon completion of an additional nine semester hours. Failure to achieve a 3.0 overall grade point average after the additional nine semester hours will result in the student being academically dismissed from the School of Graduate Studies. As a courtesy, the School of Graduate Studies will notify graduate students in writing through the AASU email system at the end of the semester they are placed on academic probation; however, it is the student's responsibility to be aware of their graduate grade point average at all times. Academically dismissed students must appeal for re-admission or reinstatement. There is no guarantee that a student will be reinstated into the School of Graduate Studies. Appeal decisions are determined by the student's academic department and the School of Graduate Studies will notify the student in writing of this decision. Graduate appeal forms may be obtained from the School of Graduate Studies

A certificate-seeking student who falls below a 3.0 overall grade point average at the end of any semester will be placed on academic probation. The student will have one semester, no more than 9 semester hours, to return to a 3.0 overall grade point average and have the academic probation removed. Failure to achieve a 3.0 grade point average after one semester of academic probation will result in the student being academically dismissed from the School of Graduate Studies. Certificate-seeking students are also allowed to appeal their dismissal. Appeal forms may be obtained from the School of Graduate Studies. Non-degree seeking and certificate seeking students must have a minimum of a 3.0 to graduate or to receive a certificate.

Course Load and Limitations

A full-time graduate student is defined as one who registers for nine or more credit hours. A full-time graduate student who has been awarded a graduate assistantship must enroll in a minimum of six credit hours. Graduate students may not take more than twelve credit hours per semester excluding the summer semester during which they may take a maximum of nine credit hours. Exceptions must be approved by the respective dean upon the recommendation of the department head. This does not apply to physical therapy students.

Independent Study, Directed Study, and Reading and Conference Courses

Only six credit hours of independently-taught course work, directed study, and reading and conference course work may apply to a degree.

Course Withdrawal, Drop, and Add

“Withdrawal” is defined as formally leaving the university. “Drop” is defined as withdrawing from one or more courses but continuing enrollment in at least one course. “Add” is defined as enrolling in additional semester hours or courses.

Administrative Withdrawal

The university reserves the right to withdraw any student who does not meet financial obligations or required standards of graduate scholarship.

Graduate Transfer Credit

A maximum of six semester hours of credit may be accepted for the program of study from credit completed at another regionally-accredited institution. This is in addition to semester hours which may be taken in linked and collaborative programs with Georgia Southern University and approved programs at Savannah State University. This is also in addition to courses taken at other institutions as part of collaborative arrangements in conjunction with approved external degree programs. Decisions regarding acceptability of credit will be made at the program level. Only courses with grades of B or better will be accepted. The courses must have been completed no more than seven years prior to the completion of graduate requirements.

Time Limitation

All requirements for the degree must be completed within seven years. This may not apply to certificates or teacher certification, based upon recommendation of the advisor. An extension of time may be granted by the respective dean in cases of unusual circumstances. Physical therapy students should refer to the physical therapy section for program-specific time limitations.

Program of Study Requirements for Degree Programs

A program of study must be maintained by the academic unit for each degree-provisional or degree-regular student. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the School of Graduate Studies accompanying the student's Application for Graduation. No credit for courses with a grade of D, F, or U will apply to the program of study. Credit hours may vary by program of study.

Program of Study Requirements for Certificate Programs

A program of study must be maintained by the academic unit for each certificate student. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the School of Graduate Studies. No credit for courses with a grade of D, F, or U will apply to the program of study. Credit hours may vary by certificate program

Program of Study for Teacher Certification Programs

A program of study must be maintained by each academic unit for each certification student. The program of study (signed by the student's academic advisor) should be forwarded to the School of Graduate Studies. No credit for courses with a grade of D, F, or U will apply to the certification. Certification hours will vary by individual. Students who have been verified by the College of Education as following their individual program of study (as prescribed by PSC) who have not exhausted their undergraduate eligibility **may** be eligible for financial aid as a fifth year senior.

Required Hours, Comprehensive Assessment, and Other Requirements

A student must satisfactorily pass a program-specific comprehensive assessment to complete degree requirements. The type of comprehensive assessment, required hours and other requirements are listed below:

<i>Program</i>	<i>Required Hours</i>	<i>Comprehensive Assessment</i>	<i>Other Requirements</i>
Computer Science	30	Project or thesis	N/A
Criminal Justice	36	Written or oral defense of thesis (if completed)	Practicum, thesis, or two electives approved by advisor
History			
American and European	36	3 written and 1 oral	Foreign language examination; thesis
Public History	36	3 written and 1 oral	Foreign language examination; thesis, or internship with research paper or advanced fieldwork in archaeology with formal report
Liberal and Professional Studies Education	30	Project	N/A
Adult	30	Project	N/A
Early Childhood Master of Education	33	Written (core courses) and	N/A
Master of Arts in Teaching	33	Option A: Research Project Option B: Portfolio based on the National Boards for Professional Teaching Standards Model Option C: Written (support and specialized courses)	
Middle Grades Master of Education	36	Written or portfolio	N/A
Master of Arts in Teaching Curriculum and Instruction	33 30		
Special Education Master of Education		Project/Portfolio/Thesis	N/A
Behavior Disorders	36	Portfolio	N/A
Learning Disabilities	30	Written	Portfolio; a video demonstrating teaching competence with lesson plans
Master of Arts in Teaching in Special Education	33	Portfolio	N/A
Communication Sciences & Disorders	51	Written and oral	Praxis II examination
Health Services Administration	53	Written and oral	Practicum, residency, or internship
Public Health	45	Written	Practicum with thesis option
Nursing			

Adult Health Clinical Nurse Specialist	37	Oral (thesis/project defense may suffice, on approval)	Project or thesis
Adult Nurse Practitioner	45	Oral (thesis/project defense may suffice, on approval)	Project or thesis
Advanced Practice Nursing	36	Oral (thesis/project defense may suffice, on approval)	Project or thesis
Clinical Nurse Leader	32	Oral (thesis/project defense may suffice, on approval)	Project or thesis
Nursing Administration	36	Oral (thesis/project defense may suffice, on approval)	Project or thesis
Physical Therapy – DPT	134	Written project	Oral defense of project Five-year time limitation for completion of all degree requirements
Sports Medicine	36	Oral defense of thesis/project	Project or thesis

Graduation Requirements

Students must apply for graduation two semesters before the date of graduation. A student must have degree-regular status and earn a 3.0 overall GPA on graduate course work to meet graduation requirements. There is no honor designation at AASU for graduate students.

Institutional Review Board (IRB)

The IRB, a federally-mandated board which monitors the use of human subjects in research, must approve all graduate student research. Contact the School of Graduate Studies for further information.

Project/Practicum/Thesis Requirements

A minimum of six hours of thesis credit is required of all thesis-option programs of study in the School of Graduate Studies. Students must register for additional project/practicum/thesis hours each semester after the required minimum credit hours are met until a grade is earned. The grade of IP will be reported until the project/practicum/thesis is completed. The grade of S or U will be assigned upon completion. The thesis must conform to the guidelines from the School of Graduate Studies. The project/practicum must conform to guidelines from the academic unit.

Comprehensive Assessment

Successful completion of a program-specific comprehensive assessment is required for graduation. All registration scheduling and comprehensive assessment results must be obtained from the student's academic unit. Submission dates for comprehensive assessment results to the graduate office from the academic unit for graduation are listed in the academic calendar.

Thesis and Institutional Review Board Workshops

Thesis and Institutional Review Board workshops are offered at no charge each semester. The Graduate Thesis Guidelines and IRB requirements are reviewed. Contact the School of Graduate Studies for further information.

Change in Degree Objective

Students requesting a change in major at the graduate level must complete the Request for Change in Degree Objective Form one semester in advance of the change. The form may be obtained from the School of Graduate Studies. Review and approval must be obtained from the current and requested academic units. Changes can be made at the beginning of the semester only, before classes begin.

Student Appeals

The student may initiate appeals for admission, progression, and graduation decisions. Appeals must be submitted prior to mid-term of the next regular semester. The student will complete the Graduate Student Appeal Form and submit appropriate documentation, such as test scores, transcripts, letters of recommendation and/or medical records. A student who wishes to appeal any of the above mentioned decisions would have the following line of appeal:

1. Submit completed appeal form and supporting documentation to the School of Graduate Studies.
2. The appeal will be forwarded to the appropriate program coordinator, department head, and dean for recommendation.

3. The appeal will be returned to the School of Graduate Studies and the student will be notified of the decision.

If a student wishes to dispute the result of the appeal, the following procedure must occur:

1. Student will submit a formal letter to the Director of Graduate Enrollment to request a hearing with the Graduate Student Appeals subcommittee.
2. The chair of the Graduate Student Appeals subcommittee will call a meeting.
3. A representative from the department and the student will attend the hearing to petition the committee to adjudicate the departmental decision.
4. The Graduate Appeals Committee will submit a recommendation to the Vice President of Academic Affairs.
5. All decisions made by the Vice President of Academic Affairs are final and will be returned to the Director of Graduate Enrollment.
6. The School of Graduate Studies will notify the student of the final decision.

Grade Appeals

Appeals for a change of grade may be initiated through the head of the appropriate academic department prior to midterm of the semester after the grade was received, in accordance with the regulations of Armstrong Atlantic State University. A student who contests a grade will have the following line of appeal:

1. The student will discuss the contested grade with the instructor involved.
2. If the grade dispute remains unresolved, the student will meet with the department head and the instructor. If the grade dispute is with the department head, the student will meet with the dean of the college or school and the department head. A memorandum for the record will be prepared by the department head (or dean) which will include the substance of the conversations during the meeting. The student will receive a copy upon request.
3. If the grade dispute remains unresolved, the student will present his or her appeal in writing to the department head or the dean of the college or school, as applicable, who will then appoint a review board to hear the appeal. It is expected that the student will initiate this step no later than midterm semester after the grade was received (except if the student plans enrollment in a course for which the course grade being appealed is prerequisite – see “4” below).
 - a. The review board will consist of the department head or the dean of the college, as applicable, and two members of the department, not including the instructor involved. A separate hearing officer shall be appointed by the college dean. In small departments, membership may come from outside the department.
 - b. The review board shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
 - c. The review board will hear the grade appeal and present its findings to the college dean prior to the last week of the semester.
4. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, then the following timetable will be met at the first of that semester:
 - a. If a grade appeal is not resolved with the instructor concerned, the student will file an appeal in writing with the department head (or the dean of the college or school if the grade dispute is with the department head). This step will be taken by the second day of the semester.
 - b. The review board to hear the appeal will be appointed by the third day of the semester. If department members are not available to form a review board, the dean of the college or school, in consultation with the department head, will appoint a review board.
 - c. A review board will hear and complete the grade appeal by the fifth day of the semester and present its findings to the school dean through the hearing officer (or the vice president if the dean is a member of the committee).
 - d. If the appeal to the dean is denied, the student will be dropped from the course if the student is already enrolled.
5. If the dean denies the appeal, the student may continue the appeal to the vice president and dean of faculty. This appeal must be in writing and must be filed within five days of notification from the dean.
6. Neither the president nor the Board of Regents will accept or consider appeals based on academic grades.

Second Graduate Degree

Two graduate degrees may be earned simultaneously by one student at AASU. Academic credit from a completed graduate degree may also be applied toward another graduate degree. To earn the second graduate degree, the student must meet all program requirements for the second degree. At least fifty percent of the credit hours required for the second degree must be taken in addition to credit earned for the first degree.

Academic Advisors

When the student is notified of admission to the School of Graduate Studies, a faculty member in the student's degree field will be assigned as an academic advisor. A graduate student may request a change in advisor by contacting the graduate coordinator in writing. If the request is granted, the graduate coordinator, the School of Graduate Studies, and the student will be notified in writing. The academic advisor will assist in helping the student plan a program of study in keeping with the student's field and goals. The advisor will also assist in approving all course selections prior to registration. International students will be advised by the international student advisor as well as by an academic advisor in their academic program. Graduate students with physical or developmental disabilities are encouraged to use the services of the director of disability services in the Division of Student Affairs.

Staff Development Credit

The School of Graduate Studies does not grant staff development credit.

Experiential Learning Credit

The School of Graduate Studies does not grant graduate credit for experiential learning.

Student Records

The Family Educational Rights and Privacy Act (Buckley Amendment) seeks to open records access to students while providing protection for students of their university held records. Teachers, administrators and the like (within the same institution) may look at a student's record if they have a "legitimate educational interest."

The following records are kept on students at AASU: Students have the right to examine their "Education" records within forty-five days of a request. The university may charge you fifteen cents per sheet for requested copies of records. University transcripts are free.

Type of Record	Place	Type of Record	Place
Admission	Admissions Office	Financial Aid	Financial Aid Office
Permanent Student Records	Registrar's Office	Department Major	Appropriate Dept.
Placement Credentials	Student Affairs	Teacher Education	Education Dept.
Housing Records	Student Affairs	Student Disciplinary	Student Affairs

Students have the right to challenge the content of their education record and to secure the correction of inaccurate or misleading entries. Student may insert a written explanation into their records... respecting the content of such records. Students may challenge a grade in their record only on the grounds that it was inaccurately recorded.

Directory Information

The following information may be released by the university without your specific consent unless you have asked that prior consent be obtained. Directory information includes name, address, telephone listing, major field of study, participation in officially recognized activities and sports for students participating in intercollegiate athletics. The following additional information is considered directory information: height and weight, dates of attendance, and the most recent previous educational institution attended by a student. If you desire that the above information not be released, please complete a brief request at the Student Activities Office.

The university may transfer information:

1. To other institutions where the student seeks enrollment.
2. In connection with a student application or receipt of financial aid.
3. To certain public officials.
4. To parents of a student who is a dependent for income tax purposes.
5. To appropriate persons in case of health or safety emergencies.
6. To accrediting organizations.
7. To national organizations seeking to establish national student norms i.e. Educational Testing Service and University Entrance Examination Board.

Other than these exceptions, the university may not release "personally identifiable information in education records," or allow anyone access to these records, unless the student has given his written consent "specifying records to be released, reasons for such releases and to whom" and a copy of the released records is furnished the student. If you have further questions, please contact Joe Buck, vice president for student affairs, or the assistant vice president for student affairs, Bill Kelso.

Academic Records

The Registrar's Office maintains official academic records (credit and non-credit) for undergraduate and graduate students at the university. An individual transcript detailing all course work attempted, hours earned, and computation of three GPAs (institutional, transfer, and overall) constitutes the student's permanent academic record. Other student records stored include the admission application, admission test scores, transcripts from institutions previously attended, recommendation forms, and various data change forms.

Armstrong follows the published guidelines established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and FERPA (Family Education Rights and Privacy Act) for record retention and disposition. Armstrong Atlantic publishes policies on the confidentiality of records in the official student handbook, *Students Illustrated*, and in the undergraduate and graduate catalog.

Honor Code and Student Code of Conduct

Preamble

Armstrong Atlantic State University exists to provide an environment in which intellectual achievement, scholarship and character development can flourish. The AASU community (students, faculty, administration and staff) willingly shares the responsibility for sustaining a creative and productive atmosphere through adherence to the highest standards of personal and professional conduct. All who are privileged to be a part of AASU campus life must remain cognizant that they are representatives of Armstrong Atlantic State University, whether they are on campus or elsewhere, and are therefore expected to avoid behavior which brings discredit or dishonor upon themselves or the university as an institution. Recognizing that trust is the cornerstone of all human relations, students will work to build and sustain the trust of their peers, the faculty and the administration by obeying both the letter and the spirit of the Honor Code and Code of Conduct.

Student Responsibilities

At each registration, students must agree to abide by the rules of the Honor Code and the Code of Conduct. The Honor Code and Code of Conduct shall be printed in the AASU Catalog, in the *Students Illustrated*, and on the university web site. It will be the responsibility of the Student Court or its designated representative to conduct an orientation program at the beginning of each semester for all new students to explain the codes and allow discussion of the requirements for each code. Any student desiring assistance with any matter related to these codes is invited to seek assistance in the Division of Student Affairs.

Students are expected to:

1. Exercise honesty in all matters, both academic and personal in nature.
2. Be fair and courteous with others, treat them fairly and with respect, showing sensitivity to cultural, ethnic, and religious diversity and personal dignity.
3. Accept personal responsibility for appropriate behavior as defined by the codes.
4. Know the offenses under each code and the penalties for violating them.
5. Understand that they are responsible for knowing and following any additional written or verbal requirements given by the professor which relate to honor or conduct and which are inherent to the classroom or university functions.
6. Know what plagiarism is, as defined under the Honor Code; recognize that it undermines individual and academic integrity and ensure that it is avoided in both spirit and deed.
7. Understand that the codes apply at all university activities whether on the main campus or at other locations.
8. Remember that they are representatives of Armstrong Atlantic State University and that they must always conduct themselves in a manner which brings credit upon themselves and the university.

Faculty Commitments

In accordance with the University Mission Statement, the faculty is responsible for providing an atmosphere that fosters excellence in learning and student achievement. Faculty responsibilities to the university are detailed in the AASU Faculty Handbook in Article VII of the Regulations. Other relevant provisions of the Faculty Handbook are as follows:

1. The primary responsibility of a faculty member is the advancement of knowledge through teaching and scholarship. The faculty member is therefore committed to the development and improvement of scholarly competence both in self and in students. (Regulations, Art. III: Principles of Conduct; Sect. A, Para 1.)

2. As a teacher, the faculty member encourages the free pursuit of learning in each student. The teacher exemplifies to students the highest standards of scholarship and integrity and encourages student adherence to such standards. Recognizing the individual worth of each student, the teacher respects the confidential nature of the student-teacher relationship and makes every effort to ensure that any evaluation reflects the true merit of the student. Although the teacher may have subsidiary interests, these interests should never hamper or compromise his or her responsibility to students. (Regulations, Art. III: Principles of Conduct; Sect. A, Para 2.)
3. Academic dishonesty of any kind (giving or receiving unauthorized help on any assignment, test, or paper) is considered a violation of the Honor Code. At the beginning of each term it shall be the responsibility of each teacher to make clear what shall be considered unauthorized help in each course. (Regulations, Art.VI: Faculty-Student Relations; Sect. A).

Additionally, the faculty is committed to:

1. Reinforcing a sense of honesty and integrity in students; setting an example by treating all students with fairness and courtesy; and respecting diversity in all its forms.
2. Providing clear instructions in written format (e.g., in the syllabus) for each course as to what constitutes violations of the Codes. Additional or supplemental verbal instructions that clarify assignments may be provided at the prerogative of the professor.
3. Designing examination and assignments that fairly and reasonably measure the students' level of knowledge; and using examinations/assessments as teaching tools as well as evaluation mechanisms.
4. Using examination formats that provide clear instructions and supervision as appropriate for examinations and assessments.
5. Communicating to all students they are expected to know, understand, and adhere to the Honor Code and Code of Conduct.

I. General Policies

- A. The university is dedicated not only to learning and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. It seeks to achieve these goals through sound educational programs and policies governing student conduct that encourage independence and maturity.
- B. The university may apply sanctions or take other appropriate action when student conduct interferes with the university's (a) primary responsibility of ensuring the opportunity for attainment of educational objectives, or (b) subsidiary responsibility of protecting property, keeping records, providing services and sponsoring non-classroom activities such as lectures, concerts, athletic events and social functions.
- C. Student representatives shall have an opportunity to participate in the formation and evaluation of all policies, rules, and sanctions pertaining to student conduct.
- D. Honor offenses discussed in this code are not considered to be all inclusive; each department or college may also promulgate course or discipline-specific Honor Code violations supplementing the University Code. Such offenses shall be adjudicated according to the University Code.
- E. These rules and procedures apply to all students enrolled in AASU courses, regardless of the location or training site the course or learning experience is conducted.
- F. Some departments may have additional rules or standards beyond this code that apply to all students within the department. It is each student's responsibility to learn and abide by their respective department's separate code, in addition to the AASU Code.

II. Honor Offenses

- A. Honor offenses may be of two kinds: (a) general violations and (b) specific course or discipline-related problems as identified by individual instructors. General violations fall under four categories: Plagiarism, Cheating, Fabrication, and Facilitating Academic Dishonesty.*
- B. Plagiarism is the intentional offering of the words, ideas, or computer data programs and/or graphics of others for one's own in any academic exercise.

Examples of plagiarism include (but are not limited to):

1. The offering of another's work, whether verbatim or paraphrased, as original material in an academic paper;
 2. The offering of another's original ideas or concepts as one's own, in an academic paper or assessed exercise;
 3. The inclusion of another's material in one's own work without appropriate or accurate citation or credit;
- C. Cheating is (a) the intentional use or attempted use of unauthorized materials, information, or study aids in any academic exercise; and/or (b) intentional actions taken to gain unfair or undue advantage over others. Examples of cheating include (but are not limited to):
 1. Receiving or providing unauthorized assistance on any work required to be submitted for any course.
 2. Using unauthorized materials or assistance during an examination, including looking at another's paper.
 3. Alteration or insertion of any academic grade or evaluation so as to obtain unearned academic credit.

4. Taking, or attempting to take, an examination for another student. This act constitutes a violation for both the student enrolled in the course and for the proxy or substitute.
 5. Tampering with another student's work or impairing the professor's ability to assess the academic performance of another student.
 6. Using false excuses to obtain extensions of time or other considerations which would or may yield an unfair advantage over other students.
 7. Impeding the ability of students to have fair access to materials assigned or suggested by the professor (e.g., removal or destruction of library or other source materials).
- D. Fabrication is the intentional and unauthorized falsification or invention of information or citation in an academic exercise. Examples of fabrication include (but are not limited to):
1. The offering of contrived or fraudulently created information as the result of systematic research that was never conducted.
 2. The deliberate alteration of legitimate research data to obtain a desired result.
 3. The alteration or distortion of laboratory experiments to reach a desired result.
 4. The deliberate distortion of another's work or results in order to rebut or undermine the original author's work or concept.
- E. Facilitating Academic Dishonesty is the intentional help, or attempt to help, another student to violate any provision of this code. Examples of facilitating academic dishonesty include (but are not limited to):
1. Instigating, encouraging, or abetting plagiarism, cheating, or fabrication in others.
 2. Giving perjured testimony before the Student Court.
 3. Intimidating or attempting to intimidate witnesses appearing before the Student Court.
 4. Failing to report a suspected violation of the Honor Court.
 5. Deliberately misleading or deceiving university administrators conducting an investigation of a violation.

III. Reporting Procedures for Honor Offenses

Academic dishonesty is contrary to the purposes of the university, unfair to other students, and demeaning to those who engage in it. It will not be tolerated at Armstrong Atlantic State University. A suspected honor violation may be reported in one of two ways:

- A. Self-reporting. Students who have committed an honor violation should report themselves to a university official in the Division of Student Affairs or to a faculty member.
- B. Reporting by others
 1. Anyone (faculty member or student) who is aware of an honor violation may tell persons believed to have committed the offense to report themselves to a university official in the Division of Student Affairs or to a faculty no later than the end of the next class day. After this period, the person who is aware of the violation must inform either a university official in the Division of Student Affairs or a faculty member.
 2. Anyone (faculty member or student) who is aware of an honor violation may report the offense directly to a university official in the Division of Student Affairs without informing the accused.
 3. When the Division of Student Affairs receives a report of a possible honor offense in some manner other than in person (e.g., in writing or voice mail), the Division of Student Affairs shall expeditiously advise the person reporting the alleged violation that the Division of Student Affairs has received the report.
 4. Anyone wishing to report a suspected violation may come to the Division of Student Affairs or to the Office of the vice president for Academic Affairs for assistance.

IV. Adjudication Procedures for Honor Offenses

If the severity of the offense, in the studied opinion of the faculty member, is of a magnitude to warrant suspension or expulsion from the university, formal adjudication procedures involving a hearing before the Student Court are required. Lesser offenses may be handled through an informal process in which the faculty member and the student jointly agree to resolve the issue. Student grades for an individual assignment and/or for the overall course will be held in abeyance until any appeals are concluded and the final decision on the case is rendered by the appropriate university official. Where sufficient evidence exists that a violation of a municipal, state, or federal law has occurred, the vice president for student affairs shall refer the case and transmit the evidence to the appropriate law enforcement agency. The student may also be charged with the violation of the Code of Conduct if the interest of the university has been compromised by a student's conduct.

- A. Informal adjudication procedures

1. When a student becomes aware of another student's possible academic misconduct and chooses to report it to the professor, or when the professor suspects academic misconduct, the professor should inform the student(s) involved and undertake an investigation of the matter. If the professor is then convinced that a minor violation did occur, the professor and the accused have the option of attempting to resolve the issue informally and in a non-adversarial manner. If both agree, the following procedures may be utilized.
 2. For an informal and non-adversarial adjudication the following criteria pertain:
 - a. The offense must not rise to the level of a major violation in which expulsion or suspension is a potential penalty.
 - b. The faculty member will provide the student with written notice of a scheduled meeting at least three calendar days (excluding weekends) prior to the meeting. The purpose of the meeting will be to review and discuss the charges before a final decision is reached.
 - c. A neutral observer may be present at the request of the faculty member to facilitate the process so that relevant information from each party may be heard and evaluated.
 - d. Documentary evidence and written statements may be relied upon by the faculty member, as long as the student is allowed to respond to them at the meeting. Students may also be allowed to bring relevant witnesses.
 - e. If the accused admits to the violation, the professor and the student may then resolve the problem in a manner acceptable to both. If the accused denies the violation, or does not accept the sanction(s) determined by the professor, then the case must be referred to the Division of Student Affairs within twenty-four hours.
 - f. Should the faculty member conclude that there was no violation of the Honor Code, the case is closed.
 - g. Upon conclusion of the process, the faculty member and student must both sign and date the appropriate university form, detailing the specific offense(s) and the penalty assessed. Each party will retain a copy and the original shall be deposited with the vice president for student affairs to assure that repeat offenders are penalized accordingly.
 - h. The student and the professor shall both be permitted a grace period of seventy-two hours in which to consider the process and penalty. Within that period, either may revoke the decision to accept the informal process and/or the penalty.
 - i. Should either party exercise the right of revocation, the case will then automatically be transferred to the vice president for student affairs for formal proceedings.
 - j. If the alleged violation occurs during final examinations, a grade of Incomplete shall be issued until the matter is resolved.
 3. It is strongly recommended that the faculty member advise and consult with the department head (or college dean, if appropriate) throughout the process.
- B. Formal adjudication procedures for honor offenses
1. If the accused opts for a hearing before the Student Court, or if the involved faculty member deems that the alleged offense is of sufficient severity to merit a major sanction, the following procedures pertain:
 - a. The vice president for student affairs shall conduct an investigation into the alleged offense solely to determine whether there exists a sufficiency of cause or evidence to merit a continuation of the proceedings. In this investigative stage, the vice president for student affairs shall follow the standing policies established within the Division of Student Affairs for this purpose.
 - b. If the vice president for student affairs determines that the evidence available is insufficient or likely to be insufficient, to enable the Student Court to reach a reasonable conclusion as to guilt or innocence, the vice president for student affairs may, in accordance with established policies, recommend against further proceedings.
 - c. The above notwithstanding, the faculty member in whose class the alleged offense occurred shall have the right to have the case referred to the Student Court regardless of the investigatory conclusions of the vice president for student affairs.
 - d. If the alleged violation occurs during final examinations, a grade of Incomplete shall be issued until the matter is resolved.
 2. If the investigation by the vice president for student affairs determines there is sufficient cause or evidence to enable the Student Court to reach a reasonable conclusion as to the guilt or innocence of the accused, the case shall be forwarded to the Student Court.
 - a. The accused will be notified in writing by the Student Court or its designated representative of the nature and details of the alleged offense, along with the names of accusers and principal witnesses to be brought against them. This notification shall occur no fewer than five calendar days prior to the date of the Student Court hearing.
 - b. The court shall be convened by its presiding officer to consider the evidence of the violation as soon as possible after the violation is reported, but no sooner than five calendar class days after notification of the accused.
 - c. A written copy of the court's decision shall be given to the student concerned and to the vice president for Academic Affairs as a recommendation for administrative action.

d. The court shall recommend any authorized sanction or combination of sanctions that it deems to be warranted by the circumstances of the case.

C. Procedural Rights of Students before the Student Court

1. Any student whose case is referred to the Student Court shall be notified of such referral in writing by the vice president for student affairs at least five calendar class days before the hearing and shall be apprised in the notice of the charges along with the names of the accusers and the principal witnesses.
2. The accused has the right to choose an advisor. This advisor will not participate directly in the proceedings except to advise the client. It is customary, but not required, that the advisor will be drawn from the university community.
3. The accused and the person bringing the charges shall be afforded an opportunity to present witnesses and documentary or other evidence. The accused and any individual bringing the charges shall have the right to examine all witnesses and may, where the witnesses cannot appear because of illness or other cause acceptable to the court, present the sworn statement of the witnesses. The court shall not be bound by formal rules governing the presentation of evidence, and it may consider any evidence presented which is of probative value in the case.
4. The accused may not be made to bear witness against themselves. The court may not take the refusal of the accused to testify as evidence of guilt, but this proviso does not give the accused immunity from a hearing or from recommendations reached in a hearing simply because the accused does not testify.
5. The accused shall have access to a tape of the hearing upon request of the student.
6. The substantive facts of a case may be re-opened for consideration by the Student Court upon initiation of the accused. The accused shall not be put in double jeopardy.
7. All witnesses will be sequestered from the hearing room during the course of a hearing.
8. Witnesses may not discuss a pending case.
9. The Student Court may, at its discretion, exclude members of the media from proceedings occurring in the academic arena, as permitted by the laws of the state of Georgia.

D. Major Sanctions

1. Expulsion: The permanent severance of the student's relationship with the university.
2. Suspension: The temporary abrogation of a student's relationship with the university.
3. Major sanctions ordinarily shall be imposed only upon the recommendation of the Student Court. In extraordinary circumstances, where gross violations of conduct rules disrupt the proper functioning of the university, students may be summarily suspended by the vice president for student affairs, or the president of the university.

E. Minor Sanctions

1. Restrictions: exclusion from such specified student privileges as may be consistent with the offense committed.
2. Written reprimand: a written statement of disapproval to the student which will be retained in the student's file as long as he remains at Armstrong Atlantic State University.
3. Disciplinary Probation: Notice to the student that any further violation may result in suspension or expulsion. Disciplinary probation may include restrictions, reprimands, or other appropriate sanctions.
4. Assignment of a grade of "0" for either the course assignment at issue or for the overall course grade (i.e., complete loss of credit for the course).

V. Conduct Offenses

A. Personal misconduct which includes, but is not limited to the following:

1. Disorderly or obscene conduct or breach of the peace on university property or at any functions sponsored or supervised by the university or any recognized university organization.
2. Physically assaulting, or threatening physical assault against, any member of the faculty, administration, staff, or student body, or any visitor to the campus.
3. Sexual assault (i.e., sexual contact with the intimate parts of a person that one is not married to for sexual gratification).
4. Sexual harassment (i.e., unwelcome sexual advances or conduct, creation of a hostile environment as perceived by the complainant, or the demand for sexual favors in return for some benefit).
5. Any disruption of a positive learning environment in the classroom or actions which impede the ability of other students in the classroom to learn or the ability of the professor to teach (e.g., blatantly inappropriate personal behavior, cellular phones, pagers).

6. Personal conduct on university property or at functions sponsored or supervised by the university or any recognized university organization, which materially interferes with the normal operation of the university or the requirements of appropriate discipline.
 7. Theft or abuse of computer facilities or computer time, including but not limited to:
 - a. unauthorized entry into, or manipulation or transfer of, a file;
 - b. unauthorized use of another individual's identification or password;
 - c. use of computing facilities to interfere with the work of another student, faculty member, or university official;
 - d. use of computing facilities to interfere with a university computing system.
 8. No student shall use the university computing facilities to violate federal, state, or local laws or university policy. For purposes of this provision, "Computing facilities" includes computers and data and/or voice communications networks.
 9. Interfering with, or giving false name to, or failing to cooperate with any properly identified university employees while these persons are in the performance of their duties.
 10. Lewd, indecent, obscene conduct or expression.
 11. Conduct that is a crime under the criminal laws of Georgia, or of the United States, which takes place on university property or at a university activity.
 12. Entering, or attempting to enter, any event which is sponsored or supervised by the university or any recognized university organization, whether on-or off-campus, without credentials for admission (e.g., ticket, identification card, invitation, etc.) or other reasonable criteria established for attendance. At these university functions a student must present proper credentials to properly identified university faculty or staff upon request.
 13. The malicious or unauthorized intentional damage or destruction of property belonging to a member of the university community, or to a visitor of the campus.
- B. Campus Disruption. Students and faculty have the right to a campus atmosphere which is free of violence, disruption, or distraction. The instigation or incitement of, or the participation in, any act which endangers, disrupts, or otherwise disturbs the rights of students or faculty, is a violation of the Code of Conduct.
1. No student shall assemble on campus for the purpose of creating a riot, destruction, or disorderly diversion which interferes with the normal operation of the university. This shall not be construed so as to deny any student the right of peaceful, non-disruptive assembly.
 2. No student or group of students shall obstruct the free movement of other persons about the campus or interfere with the normal operation of the university, including teaching, research, administration, disciplinary procedures, or other university activities.
 3. The abuse or unauthorized use of sound amplification equipment indoors or outdoors during classroom hours is prohibited. (Use of sound amplification equipment must have prior approval by the Division of Student Affairs.)
- C. Miscellaneous Violations of the Code of Conduct: The following rules and regulations are intended to provide a safe, secure, and productive environment for the enjoyment and appreciation of the university community.
1. Falsification of Records
 - a. No student shall alter, falsify counterfeit, forge, or cause to be altered, falsified, counterfeited, or forged any records, forms or documents used by the university.
 - b. Violation of contractual agreements between a student and the university, including but not limited to, written financial aid agreements will be subject to discipline under this code.
 2. Explosives
 - a. No student shall possess, furnish, sell, or use explosives of any kind on university property or at functions sponsored by the university or any recognized university organization.
 - b. No student shall make, or cause another individual to make, false bomb threats.
 3. Fire Safety
 - a. No student shall tamper with fire safety equipment.
 - b. The unauthorized possession, sale, furnishing, or use of an incendiary device is prohibited.
 - c. No student shall set, or cause to be set, any unauthorized fire in or on university property.
 - d. No student shall make, or cause to be made, a false fire alarm.

- e. The possession or use of fireworks on university property or a events sponsored by the university or any recognized university organization is prohibited. Fireworks are defined as any substance prepared for the purpose of producing a visible or audible effect of combustion, explosion, or detonation.
- 4. Weapons: Students are prohibited from possession of firearms on university property or at events sponsored or supervised by the university or any recognized university organization. The possession or use of any other offensive weapon is prohibited. (Exceptions may be made for official use authorized by the university or as authorized by special procedures approved by the Criminal Justice Training Center for its students who are sworn peace officers.)
- 5. Hazing: All rites and ceremonies of induction, initiation, continued membership, or orientation into university life or into the life of any university group which tend to promote or inflict physical or mental suffering, or include the destruction of public or private property, are prohibited.
- 6. Joint Responsibility for Infractions: Students who knowingly act in concert to violate university regulations have individual and joint responsibility for such violations.
- 7. Student Identification Cards
 - a. Lending, selling, or otherwise transferring a student identification card is prohibited.
 - b. The use of a student identification card by anyone other than its original holder is prohibited.
- 8. Theft: No student shall take, attempt to take, or keep in his possession items belonging to students, faculty, staff, student groups, or visitors to the campus without proper authorization.
- 9. Drugs: The possession or use (without valid medical or dental prescription), manufacture, furnishing, or sale of substances controlled by federal or Georgia law is prohibited.
- 10. Neither alcoholic beverages nor their consumption are permitted in any university facilities, buildings, or property except as provided for in the standing university policy on alcohol. This exemption notwithstanding, under no circumstances is anyone under the age of twenty-one permitted to consume alcoholic beverages in any university facilities, buildings, or property.
- 11. Gambling: The playing of cards or any other game of chance or skill for money or other items of value is prohibited.
- 12. Tobacco: Use of all tobacco products is prohibited in all university buildings.
- 13. Unauthorized Entry or Use of University Facilities:
 - a. No student shall make unauthorized entry into any university building, office or other facilities, nor shall any person remain without authorization in any building after normal closing hours.
 - b. No student shall make unauthorized use of any university facility.
- C. Repeated violations of published rules or regulations of the university, which cumulatively indicate an unwillingness or inability to conform to the Code of Conduct, will result in sanctions of escalating severity.
- D. Violation of Outside Law: Violation of local, state or federal law, on or off the campus, constitutes a violation of the Code of Conduct and may result in administrative university sanctions in addition to those of the appropriate law enforcement department.
- E. Additional Violations: Under this Code of Conduct, sanctions may be imposed for the violation of any university rule subsequently promulgated by the university.
- F. Group Offenses:
 - 1. Offenses by recognized groups fall under the jurisdiction of the Student Activities Committee and shall be referred to that committee for action.
 - 2. Actions of individual members of a group which constitute a conduct offense shall be dealt with under the provision of the Student Code of Conduct.

VI. Reporting Procedures for Conduct Offenses

It is imperative that all conduct violations be adjudicated promptly and fairly. Therefore, all conduct violations will be immediately reported to a university official in the Division of Student Affairs by any person who has knowledge of the commission of any such violation.

VII. Adjudication Procedures for Conduct Offenses

Where sufficient evidence exists that a violation of a municipal, state, or federal law may have occurred, the vice president for student affairs shall refer the case and transmit the evidence to the appropriate law enforcement agency. The student may also be charged with the violation of the Code of Conduct if the interest of the university has been abused by a student's conduct.

- A. Formal adjudication procedures for conduct offenses. (NB: there are no informal adjudication procedures for conduct offenses; all such violations must utilize the following steps.)

1. The vice president for student affairs shall ensure that the best interests of any accused student are served, regardless of whether disciplinary action is taken, by making sure that the student is advised of his rights.
2. Where the evidence establishes that a conduct offense may have occurred, the vice president for student affairs shall advise the accused of the charges being considered. The student then has the right to have the offense handled administratively by the vice president for student affairs or to have the case referred to the Student Court.
 - a. If the student prefers that the case not be referred to the Student Court, the student shall be required to sign a document waiving the right to such a hearing.
 - b. The case will then be adjudicated by a university official in the Division for Student Affairs.
3. If the accused opts for a hearing before the Student Court, the accused will be notified in writing by the Student Court or its designated representative of the nature and details of the alleged offense, along with the names of accusers and principal witnesses to be brought against them. This notification shall occur no fewer than five calendar days prior to the date of the hearing.
4. If the student chooses to have the case heard by the Student Court, the court shall be convened by its presiding officer to consider the evidence of the violation as soon as possible after the violation is reported, but no sooner than five calendar class days after notification of the accused.
5. A written copy of the court's decision shall be given to the student concerned and to the vice president for student affairs as a recommendation for administrative action.
6. The court shall recommend any authorized sanction or combination of sanctions which it deems to be warranted by the circumstances of the case.

B. Procedural Rights of Students.

1. Any student whose case is referred to the Student Court shall be notified of such referral in writing by the vice president for student affairs at least three class days before the hearing and shall be apprised in the notice of the charges along with the names of the accusers and the principal witnesses.
2. The accused has the right to choose an advisor. This advisor will not participate directly in the proceedings except to advise the client. It is customary, but not required, that the advisor will be drawn from the university community.
3. The accused and the person bringing the charges shall be afforded an opportunity to present witnesses and documentary or other evidence. The accused and any individual bringing the charges shall have the right to cross examine all witnesses and may, where the witnesses cannot appear because of illness or other cause acceptable to the court, present the sworn statement of the witnesses. The court shall not be bound by formal rules governing the presentation of evidence, and it may consider any evidence presented which is of probative value in the case.
4. The accused may not be made to bear witness against themselves. The court may not take the refusal of the accused to testify as evidence of guilt, but this proviso does not give the accused immunity from a hearing or from recommendations reached in a hearing simply because the accused does not testify.
5. The accused shall have access to a tape of the hearing, upon request of the student.
6. The substantive facts of a case may be reopened for consideration by the Student Court upon initiation of the accused.
7. All witnesses will be sequestered from the hearing room during the course of a hearing.
8. Witnesses may not discuss a pending case.
9. By prior agreement, the accused will be allowed such observers of the hearing as may be commensurate with the space available. Otherwise, to protect the privacy rights of the accused, hearings will be closed, except that the university may also have observers in addition to the advisors to the Student Court.

C. Major Sanctions

1. Expulsion: The permanent severance of the student's relationship with the university.
2. Suspension: The temporary abrogation of a student's relationship with the university.
3. Major sanctions ordinarily shall be imposed only upon the recommendation of the Student Court. In extraordinary circumstances, where gross violations of conduct rules disrupt the proper functioning of the university, students may be summarily suspended by the vice president for student affairs, the vice president for academic affairs, or the president of the university.

D. Minor Sanctions

1. Restrictions: exclusion from such specified student privileges as may be consistent with the offense committed.

2. Written reprimand: a written statement of disapproval to the student which will be retained in the student's file as long as he remains at Armstrong Atlantic State University.
3. Restitution: Reimbursement for damage to or misappropriation of property. This may be in the form of appropriate service or other compensations and may be imposed in addition to other sanctions.
4. Disciplinary Probation: Notice to the student that any further violation may result in suspension or expulsion. Disciplinary probation may include one or more of the following: restrictions, reprimand, and/or restitution.

VIII. The Student Conduct Committee, the Student Court, and Advisors to the Student Court

A. Student Conduct Committee

1. The Student Conduct Committee shall be responsible to the faculty for recommending policies relating to the Academic Honor Code and the Code of Conduct, for formulating or approving rules, enforcement procedures, and sanctions within the framework of existing policies, and for recommending changes in the administration of any aspects of the Honor Code and the Student Code of Conduct. The Conduct Committee will also interview and select members for the Student Court.
2. The committee shall consist of five faculty members, the vice president for student affairs and four students. The four students will be the president and vice president of the Student Court, the president of the Student Government Association, and one student-at-large. The faculty members will be appointed by the faculty in accordance with the faculty statutes.
3. The vice president for student affairs shall assist the Conduct Committee in the development of policy and in the discharge of its responsibilities. He shall coordinate the activities of all officials, committees, student groups, and tribunals for student conduct.
4. All regulations or rules relating to student conduct that are proposed by any university official, committee or student group, and for which sanctions may be imposed in the name of the university, must be submitted to the committee for consideration and review prior to submission to the faculty and the student body. The committee shall have ten days in which to review the same.

B. Student Court

1. The Student Committee will be selected by the Student Court Selection Committee and will be composed of no less than twelve students. Due consideration will be given to equitable apportionment of such members on the basis of academic class, race, and sex. Students on academic probation may not serve. All appointments will be issued and accepted in writing. Appointments will be made as needed to keep the Student Court staffed to do business in a prompt manner. These appointments may constitute permanent or temporary replacements as the Student Conduct Committee deems necessary.
2. The Student Court will elect president, vice president, and a Secretary from its membership. The president will preside at all meetings. The vice president will assume the duties of the president if the president is absent. A quorum of the court shall consist of seven members. A two-thirds majority secret ballot vote is required to reach a finding of guilty. Sanctions and other issues may be decided by simple majority vote.
3. Student Court Members shall examine their consciences carefully to determine whether they can, in good conscience, serve on a panel hearing a particular case. In the event that there is any doubt whatsoever, such members shall excuse themselves from duty on the panel in question.

C. Advisors to the Court

1. An advisor and an associate advisor to the Student Court shall be appointed by the president of the university.
2. Ordinarily the advisor will serve in that office for one year only and usually will be succeeded in the position by the associate advisor. Therefore, after the initial appointments, the associate advisor will be appointed each year. The succession of an associate to the advisor position should occur on the last day of Spring Semester. If, for any reason, the advisor is unable to complete his/her term, the associate advisor shall succeed to the office of advisor and another associate advisor shall be appointed by the above procedures. If neither advisor is on campus, a temporary advisor will be appointed.
3. It shall be the duty of the advisor to consult with the court and to offer advice to the president and the members of the court on substantive and procedural questions. The advisor, or the associate advisor in the event the advisor is unable to attend, shall be present at all meetings and hearings of the court. The advisor may not vote or participate directly in the conduct of hearings before the court except through the chair, or acting chair of the court. The advisor should be governed at all times by the principle that a hearing before the Student Court is primarily the responsibility of the students.

IX. Appeals Procedures

- A. Determination of guilt or imposition of punishment: The accused shall have no right of appeal, in any forum, from either the determination of guilt or the punishment imposed, if any.
- B. Procedural irregularities or flaws: The accused shall have the right of appeal only for possible procedural flaws or irregularities that are sufficient to deny, or give the appearance of denying, inherent fairness and justice to the accused.

- C. The student shall have five days from the receipt of notice of the final administrative action by the vice president for student affairs to appeal to the president of the university, provided that the basis for the appeal is limited to procedural irregularities of flaws.

X. Supervision of the Student Court

- A. As an institutional means of responding to reported infractions of the Honor Code and the Code of Conduct, the Student Court is ultimately responsible to the president of the university.
- B. The vice president for student affairs and the Advisors will, in accordance with Article V, Section B.5 of the Statutes in the University Faculty Handbook, provide general supervision of the Student Court and will provide other guidance or services as directed by the president of the university.
- C. Taped records of all testimony, and exhibits of evidence which by their nature may reasonably be maintained, shall be held in the Division of Student Affairs.

XI. Revision of the Codes

- A. Revision or amendment of misconduct offenses by the Student Court Committee will require confirmation by majority vote of those faculty and student members voting and will require that two-thirds of the committee be present.
- B. All amendments establishing additional rules of conduct and/or imposing sanctions shall be placed in writing and issued at least once in an official publication. The university's failure to comply with these requirements shall be a complete defense to any charge of violation of a rule of which the student has no actual knowledge. A student's failure to familiarize himself with these additional rules shall be posted on the bulletin board in the Memorial College Center for a period of ten days before the effective date thereof.

College of Education

Patricia B. Wachholz, Dean

Joyce Bergin, Interim Assistant Dean

Organization and Degrees

The College of Education offers graduate courses from the academic units of early childhood education, middle grades and secondary education, special and adult education, and health and physical education. Graduate degree programs include the Master of Education in adult education and community leadership; early childhood education; middle grades education; curriculum and instruction and special education – behavior disorders, and learning disabilities. Teacher certification is available through the Master of Arts in Teaching degree in early childhood education; middle grades education; and special education. In addition teacher certification is also available through graduate post-baccalaureate certification programs in selected content areas. Contact the departments for information regarding certification options.

Accreditation

All teacher education programs at Armstrong Atlantic are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

The Brunswick Center, Camden County, and Coastal Georgia Community College

Graduate degree programs at Camden County include the master of education in early childhood education, and middle grades education.

Conceptual Framework

The College of Education at Armstrong Atlantic State University develops educators who are prepared and reflective, decision makers. The AASU prepared educator demonstrates the highest qualities of character and ethical behavior as well as the knowledge, skills, and dispositions that support authentic assessment, collaboration, diversity, professionalism, reflection, and technology .

Philosophy and Goals

The College of Education offers a variety of degree programs designed to produce prepared, reflective educators committed to excellence in the profession and the learning of all students. All degree programs in the College of Education are guided by specific objectives reflecting university goals. These objectives include providing prospective teachers with the following: proficiency in the content of their chosen teaching fields; learning theory and methodology necessary for successful implementation of classroom plans and procedures; abilities and skills to offer appropriate educational opportunities to students from diverse cultural and economic backgrounds; abilities and skills to enable them to meet the special needs of exceptional children; and a professional and educational atmosphere conducive to the development of the highest qualities of character, commitment, and professional competence. Prepared, reflective educators who exemplify the essentials of professionalism, demonstrate a respect for diversity, recognize the importance of collaboration, value the need for authentic assessment, realize the merit of reflection, and value technologies personify the ideals of the College of Education's conceptual framework.

Early Childhood Education

John Hobe, Department Head

Master of Arts in Teaching – Early Childhood Education

The degree program in early childhood education shall prepare a teacher who can address the academic, social, and emotional development of the student in grades pre-school through five (P-5). The candidate who successfully completes the program will be eligible for recommendation for certification through the College of Education at Armstrong Atlantic State University. The program of study will:

1. Introduce the candidate to the subjects they will teach and how they will teach those subjects to their P-5 students;
2. Enable candidate to demonstrate a professional commitment to all P-5 students and their learning;
3. Enable candidates to demonstrate the ability to be responsible for managing and monitoring student learning;
4. Enable candidates to demonstrate the ability to systematically reflect about their practice and learn from their experiences; and
5. Enable candidates to enter into the membership of a learning community.

I. Provisional Admission Standards to Early Childhood Education and Graduate Studies

1. A baccalaureate degree from a regionally-accredited institution

2. A minimum 2.5 overall grade point average on all undergraduate work
3. Proof of immunization status
4. A clear criminal background check
5. Proof of liability insurance

II. Standards of Progression and Graduation

- A. Program of study must be maintained for each certification student. The program of study, signed by the student, advisor, and program coordinator must be forwarded to the Office of Graduate Studies accompanying the student’s application for graduation. All requirements for the certification must be completed within five years.
- B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.
- C. A minimum overall grade point average of 3.0 or better must be earned for the certificate to be awarded on the graduate level.
- D. Regular Admission to Candidacy in the Department of Early Childhood Education (Decision Point 1) requires:
1. Application for Candidacy (available in the Department of ECE, UH Room 269);
 2. LiveText account opened for review (EDUC 6100);
 3. Earn a passing score on the GACE Basic Skills exam or meet exemption requirements (see <http://www.education.armstrong.edu/>). Scores must be submitted with application;
 4. Submit electronically through LiveText two professional disposition assessments from Education faculty.
 5. Satisfactory completions of EDUC 6000 with a grade of "B" or better. An overall 3.0 GPA for EDUC 6000, EDUC 6100, and EDUC 6200, with no “D” grade;
 6. Two letters of recommendation which address personal demeanor with peers and/or students and parents and candidate initiative and responsibility for his or her learning;
 7. Proof of liability insurance. Liability insurance can be purchased in University Hall Room 269. (Note: Can be waived with proof of employment in a public school system as the Teacher of Record. Must submit a signed Employment Verification form if waiving liability insurance);
 8. Valid, clear criminal background check. (Note: Criminal background checks are valid for 6 months. Students are responsible for ensuring their criminal background checks are valid).
 9. An earned cumulative 3.0 GPA in the last 60 hours of undergraduate work.
- E. Admission to Internship (Decision Point 2)
1. Register for ECMT 6750 during open registration.
 2. Submit an application for Graduate Internship to University Hall Room 269. The application is available from the Office of Field Experiences, Clinical Practices, & Partnerships website (see <http://www.education.armstrong.edu/fecpp/>).
 3. Submit electronically in LiveText two professional disposition assessments from Education faculty different from those used for Decision Point 1. Written requests to faculty members through LiveText must be submitted at least two weeks before the application due date.
- F. Program Completion (Decision Point 3)
1. Submit in LiveText the Professional Teaching Portfolio by the due date.
 2. Submit electronically in LiveText two professional disposition assessments from Education faculty different from those used for Decision Point 1 and 2. Written requests to faculty members must be submitted at least two weeks before the application due date.
 3. Show evidence of taking the GACE Content Assessment in Early Childhood Education. (Note: To be eligible for Georgia T-5 certification, the candidate must pass this assessment).

III. Program of Study

Required courses:

Major Field Courses	11 hours	ECMT 6010 - Developmental Characteristics of Young Children	3
EDUC 6000 - Professional Orientation to Teaching	3	ECMT 6020 Language Arts/Creative Activities	4
EDUC 6100 - Technology Applications for Teachers	2	ECMT 6030 Social Studies/Science	3
EDUC 6200 - Curriculum, Instruction, and Assessment	3	ECMT 6040 Teaching Mathematics in Elementary School	3
EDUC 6300 - Educating Students with Disabilities in the General Education Classroom	3	ECMT 6090 Classroom Management	3
Early Childhood Courses	19 hours	Internship	3 hours
ECMT 6000 - Teaching Reading and Diagnosis & Remediation	3	ECMT 6750 Graduate Internship	3
		Total Semester Hours	33 hours

Master of Education – Early Childhood Education

The program in early childhood education shall prepare a master teacher who can address the academic, social, and emotional development of students in grades preschool through five (P-5). The program of study will provide the following:

1. M.Ed. candidates know the subjects they teach and how to teach those subjects to their P-5 students;
2. M.Ed. candidates are committed to all P-5 students and their learning;
3. M.Ed. candidates are responsible for managing and monitoring student learning;
4. M.Ed. candidates systematically reflect about their practice and learn from the experience; and
5. M.Ed. candidates are members of a learning community.

I. Provisional Admission Standards to Early Childhood Education and Graduate Studies

1. Earned baccalaureate degree from a regionally accredited institution;
2. An earned cumulative 2.5 GPA or higher in baccalaureate coursework;
3. T-4 certification evidence, or equivalent state-issued clear, renewable certificate in K-5 or K-12;
4. Two recommendation letters which address professional demeanor with peers, students and parents, and the candidate's initiative and responsibility for his/her own learning;
5. A letter of intent;
6. A signed College of Education permission for a criminal background check (Note: Can be waived with proof of employment in a public school system as the Teacher of Record. Must submit a signed Employment Verification form if waiving criminal background check);
7. Proof of instructional liability insurance (Note: Can be waived with proof of employment in a public school system as the Teacher of Record. Must submit a signed Employment Verification form if waiving liability insurance);
8. Employment verification form if the candidate is a Teacher of Record; and
9. Must take two courses taught by full-time Early Childhood Education faculty members and obtain 3.0 or better. The Department Head must approve the courses.

II. Regular Admission Standards

1. Earned baccalaureate degree from a regionally accredited institution;
2. An earned 3.0 GPA or higher in the last 60 hours of baccalaureate coursework;
3. T-4 certification evidence, or equivalent state-issued clear, renewable certificate in K-5 or K-12;
4. Two recommendation letters which address professional demeanor with peers, students and parents, and the candidate's initiative and responsibility for his/her own learning;
5. A letter of intent;
6. A signed College of Education permission for a criminal background check (Note: Can be waived with proof of employment in a public school system as the Teacher of Record. Must submit a signed Employment Verification form if waiving criminal background check);
7. Proof of instructional liability insurance (Note: Can be waived with proof of employment in a public school system as the Teacher of Record. Must submit a signed Employment Verification form if waiving liability insurance); and
8. Employment verification form if the candidate is a Teacher of Record.

III. Standards of Progression and Graduation

- A. A program of study must be maintained for each degree-provisional or degree-regular student. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the School of Graduate Studies accompanying the student's application for graduation. Fifty percent of the program of study must be completed at the 7000-8000 level. All requirements for the degree must be completed within seven years.
- B. If any change in the approved program of study is required, an amended program of study, signed by the student graduate coordinator, and the advisor, must be submitted to the School of Graduate Studies.
- C. The student must apply for graduation two semesters before the date of graduation.
- D. A comprehensive assessment is required of all students seeking a M.Ed. degree in early childhood education. All students must create and pass a professional portfolio modeled after the National Board for Professional Teaching Standards.

IV. Program of Study

A. Professional Education (12 semester hours)

FOUN 7060	Educational Research.....	3
ECEG 7070	Teaching for Cross Cultural Communication... or	3
FOUN 5400	Issues & Practices for Teaching in High Needs School	3
ECEG 7090	Early Childhood Curriculum & Methods.....	3
ECEG 7110	Advanced Child Growth & Dev.....	3

B. Support Courses (9 semester hours)

RDEN 8070	Understanding Readers & the	
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	Reading Process (RE I)	3
RDEN 8071	Linking Literacy Assessment to Instruction (RE II)	3
RDEN 8072	Instructional Strategies in the Content Areas (RE III)	3

C. Specialized Content for Teaching (9 semester hours)

	Courses in Early Childhood Education selected from reading/ language arts, social sciences, sciences, mathematics and creative activities content areas	9
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Total: 30

Health and Physical Education

Michael Lariscy, Department Head

Concentration in Physical Education offered for the Master of Education in Curriculum & Instruction.

COURSE OFFERINGS

PHYSICAL EDUCATION

PEEC 5580G PHYSICAL ACTIVITY AND THE OLDER ADULT 0-3-3

This course is concerned with the impact of fitness activities in the lives of older adults. The focus is upon the physiological and psychological benefits associated with leading an active life and their effects upon the quality and quantity of life.

PHYSICAL EDUCATION/CURRICULUM AND INSTRUCTION

PECI 7050 DRUGS AND ERGOGENIC AIDS IN SPORTS MEDICINE 2-0-2

Prerequisite: PUBH 5550G or permission of instructor

Efficacy and safety of drugs and performance-enhancing supplements in athletics.

PECI 8000 THEORY AND METHODOLOGY OF STRENGTH & CONDITIONING 2-2-3

The efficacy of methods and models of sports training in activities requiring intensive strength and conditioning programs.

PECI 8010 PHYSIOLOGICAL FOUNDATIONS OF SPORT & PHYSICAL ACTIVITY 3-0-3

The scientific bases of sports training and the physiological adaptations necessary in specific athletic activities.

PECI 8050 BIOENERGETICS OF SPORT PERFORMANCE 2-0-2

Biochemistry of energy production and utilization in sports training.

PECI 8800 PERFORMANCE EVALUATION AND EXERCISE TESTING 1-4-3

Prerequisite: PECI 8010

Techniques for the proper and efficacious appraisal and prescription on exercise in various populations. Includes study of laboratory and field-based techniques.

PEHM 6750 GRADUATE INTERNSHIP 0-3-3

Prerequisites: Admission to Candidacy in the Department of Health and Physical Education and completion of all coursework

Supervised field-based teaching experiences providing the opportunity to use knowledge and skills in a P-12 public school setting.

Middle and Secondary Education

Michael Mahan, Department Head

Master of Arts in Teaching – Middle Grades Education

The degree program in middle grades education shall prepare a teacher who can address the academic, social, and emotional development of the student in grades four through eight. The candidate who successfully completes the program will be eligible for recommendation for certification through the College of Education at Armstrong Atlantic State University. The program of study will:

1. Lead the candidate to an understanding of the middle level learner through an individual plan;
2. Introduce the candidate to understanding student behavior through exploration of theories and researching findings related to the physical, social, emotional, intellectual, and moral development of the middle level learner;
3. Introduce the candidate to the historical and philosophical factors which influence curriculum and pedagogy for the middle level learner;
4. Introduce the candidate to appropriate instructional strategies designed according to learner variables and academic discipline; and
5. Require study in two teaching fields with emphasis given to cross-disciplinary studies.

I. Admission Standards

1. A baccalaureate degree from a regionally-accredited institution
2. A 2.5 overall grade point average on all undergraduate work
3. Proof of immunization status

II. Standards of Progression and Graduation

A. Program of study must be maintained for each certification student. The program of study, signed by the student, advisor, and program coordinator must be forwarded to the Office of Graduate Studies accompanying the student's application for graduation. At least fifty percent of the program of study must be completed at the 6000 level. All requirements for the certification must be completed within five years.

B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.

C. A minimum overall grade point average of 3.0 or better must be earned for the certificate to be awarded on the graduate level.

D. Admission to Candidacy requires

1. Disposition Assessments (forms available through the program department)
2. Signed COE permission for criminal background check
3. Successful performance on the GACE Basic Skills Assessment examination
4. LiveText account opened for review (EDUC 6100)

III. Program of Study

Required courses:

Major Field Courses 11 hours

EDUC 6000 Professional Orientation to Teaching 3

EDUC 6100 Technology Applications for Teachers 2

EDUC 6200 Curriculum, Instruction and Assessment 3

EDUC 6300 Educating Students with Disabilities in the
General Education Classroom 3

MGSE 6000 Middle Level Theory and Practice 2

Middle Grades Courses 18 hours

MGSE 6100 Understanding the Nature and Needs of the
Adolescent Learner 2

MGSE 6300 Best Practices & Research in Middle Grades
Education 3

MGSE 6400 Classroom Management 3

MGSE 6500 Instructional Approaches to Reading and
Writing across the Curriculum 3

(Two areas of content methods are required for a total of 6
credit hours)

MGSE 5300G Content Methods Language Arts 3

MGSE 5400G Content Methods Social Studies 3

MGSE 5500G Content Methods Science 3

MGSE 5600G Content Methods Middle Grades
Mathematics 3

Internship 3 hours

MGSE 6750 Internship 3

Total Semester Hours 33 hours

Master of Education – Middle Grades

The program in middle grades education shall prepare a master teacher who can address the academic, social, and emotional development of the student in grades four through eight. The program of study will:

1. Lead the student to a deeper, comprehensive understanding of the middle level learner through an individualized plan of study which builds upon prior professional preparation and experience;
2. Require interpretation of student behavior through exploration of theories and research findings related to the physical, social, emotional, intellectual, and moral development of the middle level learner;
3. Require investigation of historical and philosophical factors which influence curriculum and pedagogy for the middle level learner;
4. Require implementation of appropriate instructional strategies designed according to learner variables and academic discipline; and
5. Require advanced study in one or more teaching fields with emphasis given to cross disciplinary studies.

I. Admission Standards

1. A baccalaureate degree from an accredited institution.
2. A 2.5 overall grade point average on all undergraduate work.
3. A current GRE score.
4. Four professional references (forms available through the Office of Graduate Studies or the program department).
5. Signed COE permission for criminal background check (waived with proof of employment in a public school system).
6. Verification of employment form if employee is a full-time teacher.
7. A clear and renewable teaching certificate.

Consideration is given to the applicant's academic record, test scores, letters of professional disposition, resume, and typed personal statements of objectives.

Where there is conflict in the predictions of success from the GPA and GRE, exceptions will be made if the applicant's educational background, excellence in performance in outside activities, creativity and leadership, or accomplishments in educational and professional activities are sufficient to indicate success in the program. At a minimum two letters of recommendation and a personal statement of objectives will be required to determine the appropriateness for the exception.

II. Standards of Progression and Graduation

- A. A program of study must be maintained for each degree-provisional or degree-regular student. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the School of Graduate Studies accompanying the student's application for graduation. Fifty percent of the program of study must be completed at the 7000-8000 level. All requirements for the degree must be completed within seven years.
- B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.
- C. A comprehensive assessment or portfolio will be required of students seeking the master of education degree in middle grades. Upon completion of all course work in the planned program and satisfactory performance on the comprehensive assessment, the student will be eligible to receive the degree, master of education.
- D. The student must apply for graduation two semesters before the date of graduation.

III. Program of Study

A. Professional Education (9 semester hours)

FOUN 7060	Educational Research.....	3
MGED 7400	Nature and Curriculum Needs.....	3
MGED 8050	Advanced Learning Theories	3

B. Specialized Content (12 semester hours)

MGED 7010	Planning a Middle School Program (6-8).....	3
MGED 7020	Interdis Instr & Team Process.....	3
MGED 7030	Advisor/Advisee & Explor Program	3
MGED 7250	Seminar Middle Grades Ed	3

C. Specialized Content (12 semester hours)

Courses in two teaching fields: language arts, social science, science, and mathematics

D. Elective (3 semester hours approved by advisor)

Total..... 36

Special topics courses or courses transferred from another graduate institution may be used to satisfy specialized content or elective requirements, if approved by advisor.

Master of Education – Curriculum and Instruction

Concentrations in Art, English, Health and Physical Education, History, Mathematics, Music, Science, and Spanish

Graduates of the program will be prepared to demonstrate:

1. An advanced level of knowledge in the content discipline;
2. Proficiency in teaching the content discipline;
3. Knowledge of historical, psychological, and philosophical factors that influence curriculum and pedagogy for students;
4. Appropriate learning theory and methodology for successful implementation of classroom plans and procedures;
5. Proficiency in offering appropriate educational opportunities to students representing diverse cultural and academic backgrounds;
6. Ability to select, utilize, and interpret assessment instruments and procedures that do not discriminate against persons on the basis of sexual orientation, age, race, sex, race, creed, national origin, family and/or social backgrounds or disabilities;
7. Ability to provide accurate program and assessment data to key constituents including parents, administrators, colleagues, and other professionals;
8. Effective communication skills required to collaborate with parents, colleagues and other professionals; and
9. Commitment to maintaining the highest quality of competence, ethics, and integrity in the practice of the profession.

I. Admission Standards

1. A baccalaureate degree from an accredited institution
2. A 2.5 overall grade point average on all undergraduate work
3. A renewable teaching certificate in any of the fields of study and permission from the area department head
4. A current GRE score
5. Four professional references (forms available in the Office of Graduate Studies or the program department)
6. Signed COE permission for criminal background check (waived with proof of employment in a public school system)

Consideration is given to the applicant's academic record, test scores, letters of professional disposition, resume, and typed personal statements of objectives.

Where there is conflict in the predictions of success from the GPA and GRE, exceptions made be made if the applicant's educational background, excellence in performance in outside activities, creativity and leadership, or accomplishments in educational and professional activities are sufficient to indicate success in the program. At a minimum two letters of recommendation and a personal statement of objectives will be required to determine the appropriateness for the exception.

II. Standards of Progression and Graduation

- A. A program of study must be maintained for each degree-provisional or degree-regular student. The program of study, signed by the student, advisor, and program coordinator must be forwarded to the Office of Graduate Studies accompanying the student's application for graduation. Fifty-percent of the program of study must be completed at the 7000-8000 levels. All requirements for the degree must be completed within seven year.
- B. If any change in the approved program of student is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.
- C. A field based research project will be required as the capstone experience.
- D. The student must apply for graduation two semesters before the date of graduation.

III. Program of Study

(Specific courses will be identified by advisor based upon the baccalaureate degree.)

A. Professional Education (12 semester hours)

FOUN 7035	Educational Assessment.....	3-0-3
FOUN 7060	Educational Research.....	3-0-3
FOUN 7040	Curriculum and Learning Theory.....	3-0-3
FOUN 7070	Field based Research.....	3-0-3

B. Specialized Content for Teaching by Discipline (18 semester hours)

Art Education emphasis: Art Foundation (6 s.h.), Art History (3 s.h.), and Special Topics in Art/Independent Study in Art Studio (9 s.h.)
English Education emphasis: English courses (18 s.h.)
Health and Physical Education emphasis (18 s.h.)
History Education emphasis: Colloquium or Seminar in History (3 s.h.), History courses (9 s.h), Social Science courses (6 s.h.)

(continued)

Mathematics Education emphasis: History of Mathematics (3 s.h.), Analysis (3 s.h.), Applied Analysis (3 s.h.), Geometry/Algebra/Number Theory (3 s.h.), Mathematics Education (3 s.h.), Mathematics elective (3 s.h.)

Music Education emphasis: Music Foundation (9 s.h.), Special Topics/Independent Study (9 s.h.)
Science Education (18 s.h.)
Spanish Education (18 s.h.) This program emphasis is under development. See an advisor before beginning Spanish Education.

Special and Adult Education

Pamela Harwood, Department Head

Master of Education – Adult Education and Community Leadership

The program in adult education shall prepare individuals who are trainers and educators to better disseminate their knowledge to others. The program of study will:

1. Lead the student to a deeper, comprehensive understanding of the adult learner through a plan of study which builds upon prior professional preparation and experience.
2. Require interpretation of adult behavior through exploration theories and research findings related to the physical, social, emotional, intellectual, and moral development of the adult learner.
3. Require investigation of historical and philosophical factors which influence curriculum and pedagogy/ andragogy for the adult learner.
4. Require implementation of appropriate instructional strategies designed according to learner variables and academic discipline; and
5. Require advanced study in human resource development, literacy education, or instructional technology.

I. Admission Standards

A. Regular Admission

1. Completed requirements for a baccalaureate degree from a regionally accredited institution
2. An earned 2.5 overall grade point average or higher on all undergraduate work
3. Two letters of recommendation
4. Letter of Intent
5. Professional folio

B. Provisional Admission

1. Completed requirements for a baccalaureate degree from a regionally accredited institution
2. An earned 2.2 overall grade point average or higher on all undergraduate work
3. Two letters of recommendation
4. Letter of Intent
5. A student may take no more than 12 semester hours, which have been determined by the program. Students may be reclassified with regular admission providing they have taken at least two AASU courses, approved by their advisor, and completed the courses with a GPA of no less than 3.5 on a 4.0 scale. Specific courses must be completed prior to a student's reclassification.
6. Professional folio

II. Standards of Progression and Graduation

- A. A program of study must be maintained for each degree-provisional or degree-regular student. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the Office of Graduate Studies accompanying the student's application for graduation. Fifty percent of the program of study must be completed at the 7000-8000 level. All requirements for the degree must be completed within seven years.
- B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.
- C. A workplace application project will be required of students seeking the M.Ed. degree in adult education. Upon completion of all course work in the planned program and satisfactory performance on the workplace application project, the student will be eligible to receive the degree Master of Education.
- D. The student must apply for graduation two semesters before the date of graduation.

III. Program of Study

A. Adult Education Core (15 semester hours)

ADED 7100	History & Theory of Adult Education.....	3
ADED 7110	Psychology of the Adult Learner	3
ADED 7120	Program Planning and Evaluation.....	3
ADED 7130	Cultural Diversity in Adult Education.....	3
ADED 7160	Community Dev & Personal Leadership.....	3
ADED 7170	Research & Grant Writing In Adult Learning..	3

B. Specialized Content (9 semester hours)

Human Resource Development

HRVD 7400	Human Resource Development Theory & Practice	3
HRVD 7410	Organizational Theory & Practice.....	3
HRVD 7420	Management & Leadership Behavior.....	3

or

Special topics courses or courses transferred from another graduate institution may be used to satisfy specialized content or elective requirements, if approved by advisor.

Literacy Education

ADED 7200	Theory of Adult Literacy	3
ADED 7210	Communication Skills in Low Literacy Adults	3
ADED 7220	Literate Communities	3

or

Technology-Based Learning

ADED 7300	Instructional Technology Theory and Practice	3
ADED 7310	Online Learning Environment	3
ADED 7320	Multimedia Design	3

C. Capstone (3 semester hours)

ADED 7500	Workplace Application	3
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Adult Education Certificate

I. Admission Standards

- Completed requirements for a baccalaureate degree from a regionally-accredited institution.
- A student must be admitted to the School of Graduate Studies on a degree or limited admission basis.

II. Standards of Progression and Graduation

- Each student will file a program of study with the School of Graduate Studies.
- A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.
- Each student will successfully complete a comprehensive assessment (administered each semester on a pre-determined date).

III. Program of Study

A. Four advisor approved courses chosen from the following (12 semester hours)

ADED 7100	History & Theory of Adult Education.....	3
ADED 7110	Psychology of The Adult Learner	3
ADED 7120	Program Planning and Evaluation.....	3
ADED 7130	Cultural Diversity in Adult Education.....	3
ADED 7160	Community Development and Leadership.....	3
ADED 7170	Research & Grant Writing In Adult Learning..	3
ADED 7200	Theory of Adult Literacy	3
ADED 7210	Communication Skills in Low Literacy Adults.....	3

ADED 7220	Literate Communities	3
ADED 7300	Instructional Design and Development.....	3
ADED 7310	Online Learning Environment	3
ADED 7320	Multimedia Design	3
HRVD 7400	Human Resource Development Theory and Practice	3
HRVD 7410	Organizational Theory and Practice.....	3
HRVD 7420	Management and Leadership Behavior.....	3
ADED 7500	Workplace Application.....	3

Total..... 12

Instructional Technology Certificate

I. Admission Standards

- Completed requirements for a baccalaureate degree from a regionally-accredited institution.
- A student must be admitted to the School of Graduate Studies on a degree or limited admission basis.

II. Standards of Progression and Graduation

- Each student will file a program of study with the School of Graduate Studies.
- A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.
- Each student will successfully complete a comprehensive assessment (administered each semester on a pre-determined date).

III. Program of Study

A. Required Courses (12 semester hours)		ADED 7320	Multimedia Design	3
ADED 7300	Instructional Technology Theory and Practice	3		
ADED 7310	Online Learning Environment.....	3	ADED 7330	Current Topics in Instructional Technology
				3
			Total.....	12

Master of Education - Special Education

Behavior Disorders

The program in behavior disorders will prepare a teacher who can design an individual education plan for the student who is receiving special education under the label emotional/behavioral disorders. The graduate will be prepared to:

1. Demonstrate thorough knowledge of the philosophical, historical, and legal foundations of the field of special education;
2. Demonstrate practical knowledge about the characteristics of learners with emotional/behavioral disorders;
3. Identify, select, and utilize instructional methods, curriculum, and technologies that effectively and efficiently meet students' specific affective, psychomotor, and cognitive needs;
4. Select, utilize, and interpret assessment instruments and procedures which do not discriminate against persons with exceptionalities on the basis of age, sex, race, creed, national origin, family, and/or social background, or disability;
5. Provide accurate program and assessment data to key constituents including parents, administrators, colleagues, and other professionals who collaborate in both instructional and support services planning;
6. Manage student behavior using effective disciplinary practices and procedures which do not undermine the dignity or basic human rights of the students;
7. Follow policies, statutes, and rules established by federal and state law as well as by pertinent state and local agencies in regard to behavioral and disciplinary procedures;
8. Demonstrate effective communication skills required to collaborate with parents, colleagues, and other professionals;
9. Create a safe, efficient, and supportive learning environment; and
10. Demonstrate commitment to maintaining the highest quality of competence, ethics, and integrity in the practice of the profession.

I. Admission Standards

1. A baccalaureate degree from an accredited institution
2. A 2.5 overall grade point average on all undergraduate work
3. A current GRE score
4. Four professional references (forms available through the Office of Graduate Studies or the program department)
5. A Letter of Intent
6. Signed COE permission for criminal background check (waived with proof of employment in a public school system)
7. Verification of employment form if employee is a full-time teacher
8. Clear and renewable teaching certificate

Consideration is given to the applicant's academic record, test scores, letters of professional disposition, resume, and typed personal statements of objectives.

Where there is conflict in the predictions of success from the GPA and GRE, exceptions will be made if the applicant's educational background, excellence in performance in outside activities, creativity and leadership, or accomplishments in educational and professional activities are sufficient to indicate success in the program. At a minimum two letters of recommendation and a personal statement of objectives will be required to determine the appropriateness for the exception.

II. Standards of Progression and Graduation

- A. A program of study must be maintained for each degree-provisional or degree-regular student. A copy of the program of study, signed by the student, advisor, and program coordinator, must be forwarded to the School of Graduate Studies accompanying the student's application for graduation. Fifty percent of the program of study must be completed at the 7000-8000 level. All requirements for the degree must be completed within seven years.
- B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.
- C. Each candidate will prepare an assessment portfolio aligned with program standards.
- D. The student must apply for graduation two semesters before the date of graduation.

III. Program of Study

Prerequisites

CEUG 2100	Introduction to Students with Disabilities
CEUG 3012	Language Development: Ages & Stages
SPED 3010	Construction Literacy Programs for PK - 12

A. Professional Core (9 semester hours)

FOUN 7060	Education Research.....	3
EEXE 6790	Legal and Procedural Issues.....	3
EEXE 7130	Assessment.....	3

B. Specialized Content (27 semester hours)

EEXE 6680	Classroom Behavior Management	3
EEXE 7000	Characteristics of Emotional and Behavioral Disorders.....	3
EEXE 7030	Characteristics of Learning Disabilities	3
EEXE 7031	Methods and Strategies for Teaching Reading, Spelling, and Written Expression.....	3

EEXE 7032	Methods and Strategies for Teaching Mathematics and the Content Areas	3
EEXE 7100	Internship EBD.....	3
EEXE 7400	Collaboration for Transition and Post Secondary Education	3
EEXE 7520	Methods for Teaching Students with EBD	3
Elective	3
Total.....		36

Master of Education - Special Education

Learning Disabilities

The program in learning disabilities prepares a teacher who can design an individual education plan for students who exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. The program will:

1. Increase knowledge of the normal sequence of development in children;
2. Present suggested bases for the etiology of learning disabilities;
3. Present characteristics of students who exhibit learning disabilities;
4. Develop a knowledge base of theories that support the instructional and learning processes;
5. Require the selection, administration, and interpretation and reporting of both formal and informal assessment instruments and techniques;
6. Increase knowledge of corrective instructional strategies and techniques for listening comprehension, oral expression, word call, reading comprehension, spelling, mathematics calculations and problem solving, written expression, and supportive study skills;
7. Increase knowledge of various classroom and behavior management techniques which facilitate learning for individuals and groups;
8. Present historical and current research in the field of learning disabilities with a view to the place of the field of learning disabilities in the sphere of special education as well as for predicting future trends and issues;
9. Increase knowledge of career, vocational, consumer skills, and other self-management strategies required by the learning disabled for independent living;
10. Increase knowledge of alternative curriculum models as well as curriculum accommodations;
11. Increase knowledge of technologies for support of instruction and curriculum accommodation;
12. Increase knowledge base of the principles of communication, consultation, and collaboration to strengthen strategies used with students, parents, professionals, and paraprofessionals;
13. Increase knowledge of support strategies and services for learning disabled students and their families;
14. Increase knowledge of federal and state laws and the legal aspects surrounding education of the learning disabled;
15. Increase the knowledge base of resources for continuing professional education and skills development in the field of learning disabilities; and
16. Increase knowledge of planning for and assisting with transitions for students with learning disabilities as they move through the levels of education and on into the work force or higher education.

I. Admission Standards

1. A baccalaureate degree from an accredited institution
2. A 2.5 overall grade point average on all undergraduate work
3. Current GRE score

4. Four letters of recommendation
5. Letter of Intent
6. Signed COE permission for criminal background check (waived with proof of employment in a public school system)
7. Verification of employment form if employee is a full-time public school teacher
8. A clear and renewable teaching certificate

The admission process uses a system of points weighed in favor of the Grade Point average (GPA) of the applicant. Graduate candidates need to meet with an advisor regarding the admissions procedure.

II. Standards of Progression and Graduation

- A. A program of study must be maintained for each degree-regular student. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the School of Graduate Studies accompanying the student's application for graduation. Fifty percent of the program of study must be completed at the 7000-8000 level. All requirements for the degree must be completed within seven years.
- B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.
- C. A comprehensive assessment will be required of students seeking the master of education degree in special education with a major in learning disabilities. In addition, each student will prepare a portfolio including a formal case study, a video demonstrating teaching competence in a small group or inclusion setting, and lesson plans based upon an individual education plan that incorporates the use of technology, and an activity log. Upon completion of all course work in the planned program and satisfactory performance on the comprehensive assessment, the student will be eligible to receive the degree, master of education.
- D. The student must apply for graduation two semesters before the date of graduation.
- E. The student must complete a supervised internship to complete the program and be eligible for certification in learning disabilities.
- F. In special cases with the express, written permission of the program advisor, the student may complete a special written project in lieu of an internship.

III. Program of Study

Prerequisites		EEXE 7030	Characteristics of the Learning Disabled.....	3
CEUG 2100	Introduction to Students with Disabilities	EEXE 7031	Methods and Strategies for Reading, Spelling, and Written Expression.....	3
CEUG 3012	Language Development: Ages & Stages	EEXE 7032	Methods and Strategies for Teaching Mathematics and the Content Areas	3
SPED 3010	Construction Literacy Programs for PK - 12	EEXE 7120	Internship in Learning Disabilities.....	3
EEXE 6680	Classroom Behavior Management	EEXE 7400	Collaboration for Transition and Post Secondary Education	3
A. Professional Core (9 semester hours)		EEXE 7403	Brain Research and Educational Practice	3
EEXE 6790	Legal and Procedural Issues.....		Elective (Advisor Approved)	3
FOUN 7060	Educational Research.....		Total.....	30
EEXE 7130	Assessment of the Exceptional Student.....			
B. Specialized Content for Teaching (21 semester hours)				

Master of Arts in Teaching – Special Education

The MAT in Special Education is an initial certification preparation program. Graduates of this program are prepared to provide educational services for students with exceptional learning needs whose Individualized Educational Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment. This program is aligned with teacher preparation standards articulated by National Council for Accreditation Teacher Education, Council for Exceptional Children and Georgia Professional Standards Commission for Teacher Preparation. With appropriate credentials, each candidate will also be identified as meeting the Title II highly qualified mandate as defined by the Georgia Professional Standards Commission.

Graduates of the program will be prepared to demonstrate knowledge of and skills related to:

1. Philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced the field of special education and the education and treatment of individuals with disabilities,
2. Human development and the characteristics between and among individuals with or without exceptional learning needs,

3. The impact of a disability as related to beliefs, traditions, language, and values across cultures,
4. Evidence-based instructional strategies to provide individual instruction in general and special curricula,
5. Learning environments that foster cultural understanding, safety, and emotional well-being, positive social interactions and active engagement,
6. Long-range individualized instructional plans anchored in both general and special curricula,
7. Use of multiple types of assessment information for a variety of educational decisions,
8. Routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways,
9. And proficiency in use, application, and integration of instructional technology.

I. Admission Standards

1. A baccalaureate degree from an accredited institution.
2. A 2.5 overall grade point average on all undergraduate work.
4. Four disposition letters.
6. Letter of intent.
7. Signed COE permission for criminal background check (waived with proof of employment in a public school system)

The admission process uses a system of points weighed in favor of the Grade Point Average (GPA) of the applicant. Graduate candidates need to meet with an advisor regarding the admission process.

II. Standards of Progression and Graduation

- A. A program of study must be maintained for each degree-provisional or degree-regular student. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the Dean of the School of Graduate Studies accompanying the student's application for graduation. Fifty percent of the program of study must be completed at the 7000-8000 level. All requirements for the degree must be completed within seven years.
- B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.
- C. A field based research project/portfolio/thesis will be required as the capstone experience.
- D. The student must apply for graduation two semesters before the date of graduation.

III. Program of Study

Program pre-requisites:

	EEXE 6130	Assessment of Students w/ Disabilities	3
CEUG1010 Human Growth and Development	EEXE 6400	Collaboration for Transition and Post Secondary Education	3
CEUG 3012 Language Development: Ages and Stages			
CEUG 2100 Intro to Students with Disabilities	EEXE 6405	Social and Behavioral Issues of Individuals w/ Disabilities	3
SPED 3010 Constructing Literacy Program P-12			

Required Courses:

EDUC 6000	Professional Orientation to Teaching.....	3	EEXE 6680	Classroom Behavior Management.....	3
EEXE 6031	Methods and Strategies for Teaching Reading, Spelling, and Written Expression	3	EEXE 6790	Legal and Procedural Issues in Special Education	3
EEXE 6032	Methods and Strategies for Teaching Mathematics and the Content Areas	3	EEXE 7001	Technologies for Special Education	3
EEXE 6034	Cognitive and Behavior Problems that Disrupt Learning	3	FOUN 7403	Brain Research and Educational Practice	3
			EEXE 6750	Graduate Internship	3
				TOTAL	33

COURSE OFFERINGS

ADULT EDUCATION

- ADED 7100 HISTORY AND THEORY OF ADULT EDUCATION 3-0-3
Introduction to the fundamental nature, function and scope of adult education, including an overview of the historical, sociological and political forces affecting the field. Program providers, relations with parent Organizations, societal influences and awareness of resources will be examined. (Web-enhanced)
- ADED 7110 PSYCHOLOGY OF THE ADULT LEARNER 3-0-3
Exploration of adults as learners. Emphasis on conditions that affect the adult learner: brain research, adult development, ability, potential, motivation, self-perception, role-identification status, and learning styles.

- ADED 7120 PROGRAM PLANNING AND EVALUATION 3-0-3
A technology enhanced, community based initiative logic model course that includes a systematic process of situation analysis, with needs assessment, priority setting, program action and evaluation, participants in this course plan and implement a high quality adult education program. (Web enhanced)
- ADED 7130 CULTURAL DIVERSITY IN ADULT EDUCATION 3-0-3
Knowledge of areas of diversity that affect the community. (Web enhanced)
- ADED 7160 COMMUNITY DEVELOPMENT AND PERSONAL LEADERSHIP 3-0-3
Participants will explore group dynamics, team building strategies and leadership techniques, strategies and skills, and ways to recognize and develop these in group situations with others through a servant leadership framework. (Web enhanced)
- ADED 7170 RESEARCH AND GRANT WRITING IN ADULT LEARNING 3-0-3
Field-based research in adult learning. Explores needs-based funding sources, including local, state and federal grants. (Web-enhanced.)
- ADED 7200 THEORY OF ADULT LITERACY 3-0-3
Theoretical perspectives of adult literacy and under-education. Sociological, linguistic, historical, cultural and psychological perspectives. Implications for adult literacy education.
- ADED 7210 COMMUNICATION SKILLS IN LOW LITERATE ADULTS 3-0-3
Causal factors contributing to adult literacy and under-education. Emphasis on instructional approaches appropriate for teaching adults to read.
- ADED 7220 LITERATE COMMUNITIES 3-0-3
Critique of community action and learning processes in community settings with emphasis on literacy levels.
- ADED 7300 INSTRUCTIONAL TECHNOLOGY THEORY AND PRACTICE 3-0-3
Explores role of instructional technology in teaching and training with emphasis on related theory and practice. Hands-on exploration of emerging technologies and application to teaching and training. Topics include instructional design, history, instructional applications, current topics. (Web enhanced)
- ADED 7310 ONLINE LEARNING ENVIRONMENT 3-0-3
Exploration of emergence of online learning environments as viable alternatives to traditional classroom instruction. Topics will include theoretical, conceptual, instructional and technical framework of implementing and using OLEs to support the learning paradigm. Basic technology and pedagogical implications of distance education explored: the Internet, asynchronous/synchronous communication tools, methods of instruction, online tools to support learning and instruction, design of OLE, facilitator and learner evaluation and assessment of distance education technologies.
- ADED 7320 MULTIMEDIA DESIGN 3-0-3
Concepts that underlie the design and development of multimedia in education and training. Participants will become involved in instructional design and team production of a courseware product.
- ADED 7330 CURRICULUM TOPICS IN INSTRUCTIONAL TECHNOLOGY 3-0-3
Study of topics in current research interest in instructional technology – topics to include distance learning, learning theory, assistive technology, adult literacy, computer graphics, multimedia, artificial intelligence and instructional systems and applications.
- ADED 7500 WORKPLACE APPLICATION 3-0-3
Application of adult education theory and practice in an adult education setting.
- HRVD 7400 HUMAN RESOURCE DEVELOPMENT THEORY/PRACTICE 3-0-3
Overview of human resource development in organizations. Focus on integration of individual development (training), career development and organizational development. Topics include strategic planning models, needs assessment, program development prototypes, application of workplace learning theories, career development theories and methods, and application of organizational learning theories.
- HRVD 7410 ORGANIZATIONAL THEORY AND PRACTICE 3-0-3
General and specific aspects of organizational culture with emphasis on innovative strategies for making optimum use of all employees in both private and public organizations. Emphasis on training and learning within the organizational culture with regard to coaching team building, formal and informal on-the-job learning tactics.

HRVD 7420 MANAGEMENT AND LEADERSHIP BEHAVIOR 3-0-3
Emphasis given to understanding the theoretical foundation upon which management decisions are made; particular emphasis on the process by which leadership skills are learned and implemented. Attention to specific management styles and conceptual tools for understanding effects of chosen leadership behaviors.

EDUCATION

EDUC 6000 PROFESSIONAL ORIENTATION TO TEACHING 3-0-3
Prerequisites: Permission of department head.
An overview of the critical and contemporary issues which confront professional educators, the best practices ascribed to content knowledge in the area of learning and teaching, and the skills and dispositions necessary to work with diverse students.

EDUC 6100 TECHNOLOGY APPLICATIONS FOR TEACHERS 2-0-2
Prerequisites: Permission of the department head.
Fundamental computer application programs are explored and connections are established with best practice instructional methodology. LiveText date management portfolio software is required. Course serves as the entry point for admission into the College of Education.

EDUC 6200 CURRICULUM, INSTRUCTION, AND ASSESSMENT 3-0-3
Prerequisites: EDUC 6000, EDUC 6100 and admission to Candidacy in a department within the College of Education
Overview of the best practices associated with the design of curriculum, the planning and implementation of instruction, and the skills necessary to design authentic assessment materials

EDUC 6300 EDUCATING STUDENTS WITH DISABILITIES IN THE GENERAL EDUCATION CLASSROOM 3-0-3
Prerequisites: Admission into the College of education, EDUC 6000, EDUC 6100.
Survey of specific disabilities and the impact they have on learning for the P-12 student. Strategies for academic modification, social skill development, and behavior management as well as federal and state legislation will be presented. Meets certification requirements for H.B. 671.

EARLY CHILDHOOD EDUCATION

ECEG 5450G ECONOMICS EDUCATION FOR TEACHERS 3-0-3
The study of basic microeconomic and macroeconomic concepts, methodology, resources for incorporating economics in the school curriculum, and teaching material development at the appropriate grade levels.

ECEG 7000 ADVANCED METHODS IN ELEMENTARY LANGUAGE ARTS 3-0-3
In-depth exploration in four broad areas of the language arts. Opportunities for incorporating the use of technology in teaching will be provided.

ECEG 7010 ADVANCED METHODS IN ELEMENTARY SCIENCE 3-0-3
This course is designed to reinforce basic knowledge as well as enhance current teaching strategies.

ECEG 7020 ADVANCED METHODS IN ELEMENTARY GEOGRAPHY 3-0-3
An investigation of current research in the teaching of geography to the elementary school student. Opportunities for incorporating the use of technology will be provided.

ECEG 7030 ADVANCED METHODS IN ELEMENTARY SOCIAL STUDIES 3-0-3
A study of methods and materials used in teaching social studies concepts and skills at the elementary level. Stresses theoretical foundations and integration of social studies into the elementary curriculum.

ECEG 7040 WHOLE LANGUAGE 3-0-3
An investigation of the whole language philosophy. Instructional strategies which integrate the language arts (reading, writing, listening, speaking, as well as thinking skills) across all curricula areas will be demonstrated and explored.

ECEG 7050 ADVANCED METHODS IN ELEMENTARY MATHEMATICS 3-0-3
An extension of the knowledge-base necessary to provide a firm foundation for mathematics instruction to the P-5 student. Emphasis will be on problem solving, mathematical reasoning and communication, and the use of technology when delivering instruction.

- ECEG 7060 MULTIMEDIA APPROACH TO CHILDREN'S LITERATURE 3-0-3
Designed to expand the knowledge of children's media, both in print and non-print, to provide for more in-depth study of literature, and to focus on the development of literacy for the classroom.
- ECEG 7070 TEACHING CROSS CULTURAL COMMUNICATION 3-0-3
This course is designed to address the power of language as it relates to communication between educators and students. Strategies that improve communication between educators and at-risk youth will be addressed.
- ECEG 7080 CREATIVE ARTS IN THE ELEMENTARY SCHOOL 3-0-3
Course emphasis is on the utilization and integration of fine art skills into the elementary school curriculum. Music, art, and creative dramatics as instructional tools are explored.
- ECEG 7090 EARLY CHILDHOOD CURRICULUM AND METHODS 3-0-3
Content, approaches, methods, and materials appropriate for young children as presented in interdisciplinary or experience approach emphasizing how language arts, science, mathematics, social studies, and the creative arts are adapted to the skills and needs of children.
- ECEG 7110 ADVANCED CHILD GROWTH AND DEVELOPMENT 3-0-3
In-depth look at concepts related to and problems during growth and development of the young child. Exploration of teacher-child and teacher-family interactions will be integral to the course.
- ECEG 7120 DEVELOPMENT OF LANGUAGE AND LITERATURE IN THE YOUNG CHILD 3-0-3
Prerequisite: ECEG 7000
Designed for the graduate student in the teaching of reading and language arts. Attention will be given to strategies of instruction consistent with stories of growth and development.
- ECEG 7130 ORGANIZATION AND SUPERVISION OF EARLY CHILDHOOD EDUCATION 3-0-3
Special attention is given to programs for children four and five years of age.
- ECEG 7140 PRACTICUM IN KINDERGARTEN V-V-(1-3)
Supervised experiences with young children dependent upon experiences of students. Graded on a S or U basis.
- ECEG 7150 TEACHING OF READING 3-0-3
An overview of the basic program of reading and instruction in the elementary school. Considers the stages of a child's reading development, teaching techniques, and organization for instruction.
- ECEG 7160 READING PROGRAMS IN THE SCHOOL 3-0-3
Prerequisite: ECEG 7150
A study of the range of reading programs in the schools grades 1-12 encompassing developmental, remedial, corrective and adapted programs, as well as programs for the disadvantaged. Methods, materials for instruction, and classroom management are studied.
- ECEG 7170 PSYCHOLOGY OF READING 3-0-3
An investigation of the underlying psychological processes inherent in the reading process.
- ECEG 7180 PROBLEMS IN READING 3-0-3
Prerequisite: ECEG 7150
An investigation of problems encountered in the teaching of reading. Research is examined and the developmental approach to teaching of reading is considered.
- ECEG 7190 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES 3-0-3
Prerequisite: ECEG 7150, ECEG 7180
A study of the diagnosis and remediation of reading difficulties in the elementary and middle grades. Provides practical experience in the use of diagnostic techniques and remedial procedures involving pupils with reading difficulties.
- ECEG 7200 TEACHERS, ENVIRONMENT, AND FREE ENTERPRISE INSTITUTE V-V-(1-6)
Designed to assist teachers in increasing their understanding of the relationship of physical and social environments and the free enterprise system. Consultants from government, public utilities, industry, and education will emphasize the incorporation of this knowledge into classroom subject-matter teaching. Field trips are required.

- ECEG 7210 REMEDIAL READING 3-0-3
A study of the various methods and materials used to test and teach remedial readers. Students will be required to tutor one student experiencing difficulty with reading.
- ECEG 7220 ORGANIZATION AND ADMINISTRATION OF READING PROGRAM 3-0-3
Prerequisite: ECEG 7150
A study is made of a balanced reading program and the relationship of the reading program to the total school curriculum.
- ECEG 7250 SEMINAR IN ELEMENTARY EDUCATION 3-0-3
Integration of educational theory with material drawn from contemporary research, includes a study of the philosophy behind the basic teaching methods in elementary education.
- ECEG 7300 COASTAL GEORGIA WRITING PROJECT V-V-(1-6)
This course requires extensive and varied writing, running the gamut from note-taking to reflective journals, and from personal narrative to formal position papers. Students enrolled in the course are encouraged to explore topics of importance and interest.
- ECEG 7310 FIELD-BASED RESEARCH IN WRITING V-V-(1-6)
Prerequisite: Permission of instructor/department, ECEG 7300
Students will identify a particular classroom issue related to writing and carry out a year-long classroom-based ethnographic research project.
- ECEG 7811 PROVISIONAL INTERNSHIP 3-6-3
Prerequisites: Accepted to the College of Education and/or the Georgia Teacher Alternative Preparation Program (GTAPP)
Guided supervision for one semester by college faculty for students who hold teaching positions in a P-5 accredited school. Students will earn a "S" or "U" grade.
- ECEG 7812 PROVISIONAL INTERNSHIP II 3-6-3
Prerequisite: ECEG7811 and admission to the College of Education.
Guided supervision for a second semester by college faculty for students who hold teaching positions in a P-5 classroom in an accredited school. Students will earn a "S" or "U" grade.
- ECEG 7990 SPECIAL TOPICS IN ELEMENTARY EDUCATION V-V-(1-3)
This course is designed to promote specialized training appropriate to the needs of in-service school personnel. Topics will vary based upon their significance to local school systems.
- ECEG 8010 DYNAMICS OF THE AMERICAN ECONOMY 3-0-3
Designed for teachers, this course consists of a comprehensive overview of the American economic system, with particular emphasis upon critical economic issues that influence society. Teaching methodology, applications, and material development are presented.
- ECEG 8020 PERSONAL FINANCE 3-0-3
Designed for teachers, this course covers the basic elements of personal finance needed by individuals and family units. Concepts covered include: assessment of individual resources, selective spending, credit, taxes, insurance savings, investments, and budgeting. The course includes learning activities and curriculum development. The use of computers in personal finance is integrated into the course.
- ECEG 8030 ECONOMICS USA 3-0-3
This course is designed for teachers and covers the basic elements of economics needed in the classroom.
- ECEG 8040 TEACHING ECONOMICS IN AMERICAN HISTORY 3-0-3
The purpose of this course is to assist the classroom teacher in learning economic thinking as a means to improve student knowledge and critical thinking in history. Theoretical considerations and classroom applications are presented.

- ECMT 6000 TEACHING READING AND DIAGNOSIS & REMEDIATION 3-2-3
Prerequisites: Admission to Candidacy in the Department of Early Childhood Education, EDUC 6000, EDUC 6100
 An overview of the program of reading in the elementary school with an emphasis on instruction and assessment. Considers the stages of children's reading development, instructional materials and strategies, as well as the use of diagnostic techniques in the classroom. Directed field experience is required.
- ECMT 6010 DEVELOPMENTAL CHARACTERISTICS OF YOUNG CHILDREN 3-2-3
Prerequisites: Admission to Candidacy in the Department of Early Childhood Education, EDUC 6000, EDUC 6100
 Early growth and development of young children that focuses on physical, emotional, cognitive and social development. Traditional and contemporary theories for cognition and learning will be examined and schooling from a cultural and socio political context. Application to classroom teaching and learning through directed field experience.
- ECMT 6020 LANGUAGE ARTS/CREATIVE ACTIVITIES 4-0-4
Prerequisites: Admission to Candidacy in the Department of Early Childhood Education, EDUC 6000, EDUC 6100
 An overview of literacy and the arts. Emphasis on the arts as languages and how the arts engage young children through a common language. Materials and methods for teaching literacy and the arts.
- ECMT 6030 SOCIAL STUDIES/SCIENCE 3-0-3
Prerequisites: Admission to Candidacy in the Department of Early Childhood Education, EDUC 6000, EDUC 6100
 A study of methods and materials used in teaching social studies and science skills and content at the elementary level using the Georgia Performance Standards (GPS).
- ECMT 6040 TEACHING MATHEMATICS IN ELEMENTARY SCHOOL 3-2-3
Prerequisites: Admission to Candidacy in the Department of Early Childhood Education, EDUC 6000, EDUC 6100
 An overview of content and methods for teaching elementary mathematics. Directed field experiences required. Topics include algorithms, number systems, geometry, mathematical reasoning and representation. Emphasis will be one problem solving, communication and the use of technology when delivering instruction.
- ECMT 6090 CLASSROOM MANAGEMENT 3-0-3
Prerequisites: Admission to the College of Education, EDUC 6000, EDUC 6100.
 Designed to explore the interaction of the characteristics of P-5 learners and pedagogy. Emphasis will be placed on classroom manage and discipline.
- ECMT 6750 GRADUATE INTERNSHIP 0-V-3
Prerequisites: Admission into Candidacy in the Department of Early Childhood Education and completion of all coursework
 Supervised field-based teaching experiences providing the opportunity to use knowledge and skills in a P-5 public school setting.
- ESOL 6100 APPLIED LINGUISTICS FOR ESOL/BILINGUAL TEACHERS 3-0-3
 The purpose of this course is to assist the P-12 teacher in the theory and application of linguistics to teach English to speakers of other languages.
- ESOL 6110 METHODS AND MATERIALS FOR ESOL/BILINGUAL TEACHERS 3-0-3
 The purpose of this course is to assist the P-12 teacher in the selection of materials to teach English to speakers of other languages.
- ESOL 6120 CULTURAL ISSUES FOR ESOL/BILINGUAL TEACHERS 3-0-3
 The purpose of this course is to assist the P-12 teacher in understanding cultural issues that impact the teaching of English to speakers of other languages.
- ESOL 6130 FIELD EXPERIENCE FOR ESL/BILINGUAL TEACHERS 3-6-3
 Purpose of this course is to assist the P-12 teacher in the study and application of experiences in the field to teach English to speakers of other languages.

EDUCATION – EXCEPTIONAL

- EEXE 5100G EDUCATING STUDENTS WITH DISABILITIES IN THE MGSE GENERAL EDUCATION CLASSROOM 3-0-3
 Survey of specific disabilities and the impact they have on learning in middle and secondary education students. Strategies for academic modification, social skill development, and behavior management as well as federal and state legislation will be presented.
- EEXE 6031 METHODS AND STRATEGIES FOR TEACHING READING AND WRITTEN EXPRESSION 3-0-3
Prerequisites: EEXE 6790
 Provides an in-depth study of remediation, accommodation, and instructional methods and strategies that are appropriate for students with cognitive and behavior problems that disrupt learning in reading, spelling, and written expression. Includes setting goals and objectives that guide lesson planning and assessment.
- EEXE 6032 METHODS AND STRATEGIES FOR TEACHING MATHEMATICS AND THE CONTENT AREAS 3-0-3
Prerequisites: EEXE 6790
 Provides an in-depth study of research based remediation, accommodation and instructional methods and strategies that are appropriate for students with cognitive and behavioral problems that disrupt learning and the content areas. . Includes setting goals and objectives that guide lesson planning and assessment.
- EEXE 6034 COGNITIVE AND BEHAVIOR PROBLEMS THAT DISRUPT LEARNING 3-0-3
Prerequisites: CEUG 2100
 Emphasis on differentiating characteristics of students with various cognitive and behavioral problems that disrupt learning. Includes etiologies, cultural and social implications of disability, and the theories and systems that support assessment, interventions, and support services. Designed for special education majors.
- EEXE 6130 ASSESSMENT OF THE EXCEPTIONAL STUDENT 3-0-3
 Provides training in functional behavior assessment, intervention plans, and techniques for managing the behaviors of the exceptional student in various educational settings.
- EEXE 6400 COLLABORATION, INCLUSION, AND TRANSITION STRATEGIES 3-1-3
Prerequisites: EEXE 6130, EEXE 6790
 Covers federal and state mandates concerning transition planning and preparation for students with learning and behavioral problems as they move through the P-12 educational experience and on to post secondary education and/or training. Stresses the collaboration and consultation skills required to facilitate appropriate transitions..
- EEXE 6406 SOCIAL AND BEHAVIORAL ISSUES OF INDIVIDUALS WITH DISABILITIES 3-0-3
Prerequisites: CEUG 2100, EEXE 6034
 Covers strategies and techniques to develop appropriate social interactions and to foster an internal locus of control in children and adolescents with social skills deficits and/or behavior problems.
- EEXE 6680 CLASSROOM BEHAVIOR MANAGEMENT 3-0-3
 Provides training in functional behavior assessment, intervention plans, and techniques for managing the behaviors of the exceptional student in various educational settings.
- EEXE 6750 GRADUATE INTERNSHIP 0-3-3
Prerequisites: Admission into the College of Education in the MAT in Special Education or the Special Education graduate teacher certification program.
 Supervised field-based capstone experience.
- EEXE 6790 LEGAL AND PROCEDURAL ISSUES IN SPECIAL EDUCATION 3-0-3
 Legislative requirements and procedures that determine assessment, placement, and for students with learning and behavioral problems including IEPs, termination of services, and due process.
- EEXE 7000 CHARACTERISTICS OF BEHAVIOR DISORDERS 3-0-3
 Characteristics of the types of emotional and behavioral disorders encountered among children and youth are reviewed along with currently accepted theories and systems for their education.

- EEXE 7001 TECHNOLOGIES FOR SPECIAL EDUCATION 3-2-3
Provides instruction in the various technologies that support classroom management and instruction, including assistive technologies. Includes training in evaluation of computer based instructional programs and development of multimedia and interactive instructional materials.
- EEXE 7030 CHARACTERISTICS IN LEARNING DISABILITIES 3-0-3
A review of different types of learning disabilities and the theories and systems related to their identification, assessment, and remediation.
- EEXE 7040 SOCIAL DEVELOPMENT AND ANGER MANAGEMENT 3-0-3
Prerequisite: SPED 4005
Covers the social development of children and adolescents with particular emphasis placed on language pragmatics socially appropriate peer interactions, development of personal behavior habits, and anger management skills.
- EEXE 7070 ADVANCED RESEARCH METHODS 3-0-3
Prerequisites: MATH 2200, FOUN 7060, or CEUG 2222 and completion of at least 18 semester hours of the course content Co-requisite: EEXE 7071
Course offers students advanced practice in the methods of research design required to conduct educational research. Students will develop a research proposal or design a project in some area of special education which will be completed in EEXE 7071.
- EEXE 7071 RESEARCH PROJECT 3-0-3
Prerequisites: MATH 2200, FOUN 7060, or CEUG 2222 and completion of at least 18 semester hours of the course content
Co-requisite: EEXE 7070
Course offers students specific practice in conducting a research project in the field of special education.
- EEXE 7100 INTERNSHIP IN TEACHING BEHAVIOR DISORDERS 1-0-3
Prerequisites: EEXE 7000, EEXE 7130, EEXE 6680
A field-based course designed to allow the student to demonstrate competency in: instructional organization, techniques of instruction, classroom behavior management, due process, and record keeping.
- EEXE 7120 INTERNSHIP IN TEACHING LEARNING DISABILITY 3-0-3
Prerequisites: EEXE 7030, EEXE 7031, EEXE 7032, EEXE 7130, EEXE 6790, permission of advisor
A field-based course designed to allow the student to demonstrate competency in: instructional organization, techniques of instruction, classroom behavior management, due process, and record keeping. Proof of liability insurance required.
- EEXE 7240 CHARACTERISTICS OF GIFTED 3-0-3
The study of behavioral characteristics of gifted children with emphasis on school-related behaviors.
- EEXE 7250 SEMINAR SPECIAL EDUCATION 3-0-3
Students research an area of study related to the exceptional individual and present findings to the seminar for critical review. Must be taken within last twelve hours of program of study.
- EEXE 7260 METHODS GIFTED 3-0-3
Prerequisite: EEXE 7240
A review of instructional procedures for teaching the gifted student.
- EEXE 7270 CURRICULUM GIFTED 3-0-3
Prerequisite: EEXE 7240
An overview of curriculum and program development for the gifted student.
- EEXE 7280 CHARACTERISTICS OF MENTAL RETARDATION 3-0-3
A review of syndromes, characteristics, causes, behavior, and special problems associated with mental retardation.
- EEXE 7290 METHODS MENTAL RETARDATION 3-0-3
Prerequisite: EEXE 7280
An introduction to instructional methods and materials for students with mental retardation.

- EEXE 7300 PRESCHOOL ASSESSMENT 3-0-3
Prerequisite: EEXE 7130
 Administration, scoring, and interpretation of preschool assessment instruments. Assessment of all functional domains will address issues related to cultural diversity and normal development.
- EEXE 7310 ADVANCED BEHAVIORAL INTERVENTION PROCEDURES 3-0-3
Prerequisite: EEXE 6680
 Designed to build upon the basic principles of discipline and classroom management. Emphasis will be on various categories of emotional and behavioral problems in children and youth.
- EEXE 7320 VOCATIONAL ASSESSMENT OF SPECIAL EDUCATION STUDENTS 3-0-3
Prerequisite: EEXE 7130
 Provides students with the knowledge and skills to select, administer, and interpret instruments which sample vocational interests, aptitudes, and development. Emphasis is placed on the evaluation of students with disabilities and others at-risk of school failure.
- EEXE 7403 BRAIN RESEARCH AND EDUCATIONAL PRACTICE 3-0-3
 Explores current research and theory of brain functioning and their impact on instructional practices. Looks at dysfunctions and their resulting learning and /or behavioral problems in light of research findings.
- EEXE 7405 PSYCHOSOCIAL CHARACTERISTICS OF DEAFNESS 3-0-3
Prerequisites: CEUG 1010 and CEUG 2100 or equivalents
 This course presents information related to psychological and sociological implications of deafness crucial to understanding the characteristics of individuals who are deaf/hard of hearing. Open to majors in education, health sciences, and psychology.
- EEXE 7407 METHODS OF TEACHING STUDENTS WHO ARE DEAF/HARD OF HEARING 3-0-3
Prerequisite: EEXE 7405
 To provide teachers with techniques and strategies for teaching students who are deaf/hard of hearing in resource, self-contained, and inclusive settings. Lesson planning, classroom management, and curriculum will be addressed.
- EEXE 7409 AUDITORY AND SPEECH DEVELOPMENT IN DEAF/HARD OF HEARING 3-0-3
Prerequisite: Permission of instructor/department
 Prepares teachers of students who are deaf or hard of hearing to provide appropriate activities to enhance speech and listening skills in clinical and classroom contexts.
- EEXE 7411 LANGUAGE DEVELOPMENT IN DEAF/HARD OF HEARING 3-0-3
Prerequisite: CEUG 2100 (or equivalent) and permission of instructor/department
 Prepares teachers to evaluate, plan for, and teach the English language to students with hearing losses. It covers analytic/syntax-based and synthetic/pragmatic-based models as well as ASL/ESL approaches.
- EEXE 7413 READING AND WRITING INSTRUCTION FOR DEAF/HARD OF HEARING 3-0-3
Prerequisite: Permission of instructor/department
 Prepares teachers of students who are deaf or hard of hearing with techniques and strategies for teaching reading and written language skills to students with hearing losses.
- EEXE 7500 CHARACTERISTICS OF VISUAL IMPAIRMENTS 3-0-3
Prerequisites: CEUG 1010 (or equivalent) or permission of instructor
 This course is a study of the anatomy, physiology, and diseases of the eye, including their educational significance. Include in the content will be how to conduct functional vision assessments and strategies in instructing students using low vision devices.
- EEXE 7502 BASIC BRAILLE 3-0-3
Prerequisite: Permission of instructor
 This course prepares an individual to read and write Grade I and Grade II Braille using a variety of Braille devices.

- EEXE 7504 EDUCATION OF STUDENTS WITH VISUAL IMPAIRMENTS 3-0-3
Prerequisite: EEXE 7500 or permission of instructor
 A study of instructional methodology, program delivery, material preparation, and curriculum adaptations for students with visual impairments and blindness.
- EEXE 7506 BRAILLE LITERACY SKILLS 3-0-3
Prerequisite: EEXE 7502 or permission of instructor
 Methods for teaching Braille reading and writing. Other Braille codes will be taught (e.g., the Nemeth code, music Braille, etc.)
- EEXE 7508 STRATEGIES FOR TEACHING STUDENTS WITH MULTIPLE AND SEVERE DISABILITIES 3-0-3
Prerequisite: Permission of instructor
 The study of instructional methodologies, curriculum development and implementation based on a community referenced model for students with mental retardation, autism, orthopedic impairments, visual impairments, deaf-blindness, and multiple impairments.
- EEXE 7510 ASSISTIVE TECHNOLOGY FOR STUDENTS WITH PHYSICAL AND SENSORY DISABILITIES 3-0-3
Prerequisite: Permission of instructor
 This course provides an overview of a wide range of forms of assistive technology including switches, computer use and adaptations, and communication devices.
- EEXE 7514 ORIENTATION AND MOBILITY FOR TEACHERS 3-0-3
Prerequisite: Permission of instructor
 An overview of orientation and mobility techniques for students with low vision, blindness, and multiple disabilities.
- EEXE 7520 EDUCATION OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS 3-0-3
Prerequisites: EEXE 7000, EEXE 6680
 Instructional methodology with an emphasis on social and emotional development and behavior change.
- EEXE 7990 SPECIAL TOPICS IN SPECIAL EDUCATION V-V-(1-3)
Prerequisite: Permission of instructor/department
 Designed to promote specialized field-based investigation appropriate for developing methodology to meet the instructional needs of in-service school personnel. Topics of exploration will vary.
- EEXE 7991 PRACTICUM IN SPECIAL EDUCATION 3-0-3
Prerequisite: Permission of instructor
 A field based, capstone experience in which the student is required to demonstrate competency in classroom behavior management, instructional planning, assessment, consultation and collaboration, teaching, record keeping, as well as professional attitudes, dispositions and behaviors. Proof of liability insurance and permission of the Department of Special Education are required.

EDUCATION FOUNDATIONS

- FOUN 5400 ISSUES AND PRACTICES FOR TEACH-ING IN HIGH NEEDS SCHOOLS 3-0-3
 An examination of the complexities of teaching in schools with high incidence of free and reduced lunches, high teacher turnover and low student achievement. Topics will address those conditions and experiences found in these schools. Field experience required.
- FOUN 7010 HISTORY AND PHILOSOPHY OF EDUCATION 3-0-3
 Traditional and modern philosophical systems and their impact on educational theory and practice.
- FOUN 7030 SOCIAL FOUNDATIONS OF EDUCATION 3-0-3
 Basic graduate course in the contribution of the social sciences to education, focused on significant issues and problems of education.
- FOUN 7035 EDUCATIONAL ASSESSMENT 3-0-3
 Covers methods of formal and informal assessment as well as an analysis of assessment findings required to make instructional decisions.

- FOUN 7040 CURRICULUM AND LEARNING THEORY 3-0-3
This course prepares the master teacher to understand the theoretical constructs that undergird modern classroom instruction and assessment practices and to use effective paradigms of instruction through the design and evaluation of curriculum. New theories, including those from current brain research and their impact on instructional methods will be explored.
- FOUN 7050 MULTICULTURAL EDUCATION 3-0-3
Educational study as it relates to the American multi-ethnic society. Particular emphasis on ethnic minorities.
- FOUN 7060 EDUCATIONAL RESEARCH 3-0-3
An orientation to research methods, problems and procedures in quantitative and qualitative studies; criteria for evaluating research; and the elements of research proposals.
- FOUN 7070 FIELD BASED RESEARCH V-V-(1-3)
Prerequisite: Permission of instructor/department
This class is designed for action research as an independent study project.
- FOUN 7080 PROVIDING TEACHER SUPERVISION SUPPORT SERVICES 3-0-3
Experienced teachers will be prepared to provide support to student teachers, interns, and beginning teachers while serving in support roles such as supervising teacher, mentor, or peer coach.
- FOUN 7090 TEACHER SUPPORT SPECIALIST INTERNSHIP V-V-(1-3)
Prerequisite: FOUN 7080
A structured internship requiring supervision of at least one but not more than two of the following: a student teacher, an intern, a beginning teacher, or practica participant.
- FOUN 7100 SELECTED TOPICS IN FOUNDATIONS OF EDUCATION 3-0-3
Prerequisite: Permission of instructor/department
Group study in selected topics in educational foundations or curriculum.
- FOUN 7120 TECHNOLOGY APPLICATIONS FOR TEACHERS 1-2-3
Students will evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade level.
- FOUN 8010 PROFESSIONAL PRACTICES 3-0-3
In-depth study of educational psychology and ethical and legal issues associated with the profession of teaching.
- FOUN 8020 DESIGNING CURRICULUM FOR EFFECTIVE TEACHING AND LEARNING 3-0-3
Designed to prepare the master teacher to break down ineffective paradigms of instruction through the design and evaluation of curriculum.
- RDEN 8070 UNDERSTANDING READERS AND THE READING PROCESS 3-0-3
Prerequisite: Acceptance into the graduate program
Major theories underlying reading and the teaching of reading, current topics and issues in the literacy field, variety of teaching strategies, and an introduction to past and present literacy scholars and their contributions to the teaching of reading. The first of three courses that will lead to a Reading Endorsement Certificate.
- RDEN 8071 LINKING LITERACY ASSESSMENT TO INSTRUCTION 3-0-3
Prerequisite: RDEN 8070
Emphases include understanding and applying a variety of assessment techniques and making informed decisions based on the assessment data. The second of three courses that will lead to a reading endorsement certificate.
- RDEN 8072 INSTRUCTIONAL STRATEGIES IN THE CONTENT AREAS 3-0-3
Prerequisite: RDEN 8071
Reading strategies applicable to a P-12 content area. The third of three courses that will lead to a reading endorsement certificate.

EDUCATION – MIDDLE GRADES

- MGED 5450G ECONOMICS EDUCATION FOR TEACHERS 3-0-3
The study of basic microeconomic and macroeconomic concepts, methodology, resources for incorporating economics in the school curriculum, and teaching material development at the appropriate grade levels.

- MGED 7010 PLANNING A MIDDLE SCHOOLS PROGRAM (4-8) 2-1-3
A detailed study of leadership skills and supervisory practices necessary to support the process of designing, implementing, and evaluating a middle school program that is based on developmental needs of early adolescents.
- MGED 7020 INTERDISCIPLINARY INSTRUCTIONS: TEAM PROCESS 2-1-3
A study of cooperative team organization and planning in the middle grades/middle school.
- MGED 7030 ADVISOR/ADVISEE AND EXPLORATORY PROGRAMS 2-1-3
A study of middle grades/middle school affective education components. Emphasis is placed on the development, implementation, and evaluation of small group, teacher-based guidance programs and developmentally-appropriate exploratory offerings.
- MGED 7040 LITERATURE FOR THE MIDDLE GRADES LEARNER 3-0-3
A study of early adolescent literature together with techniques for helping pupils develop both oral and written personal responses.
- MGED 7050 TEACHING READING IN THE MIDDLE GRADES 3-0-3
Primary focus upon reading as a tool for extending learning in the content areas in the middle grades. Emphasis upon strategies for teaching vocabulary, comprehension of written materials, study skills, and abstracting information from content materials.
- MGED 7060 TEACHING MIDDLE GRADES MATHEMATICS 3-0-3
A study of current topics and methods in teaching middle grades mathematics.
- MGED 7070 TEACHING CROSS CULTURAL COMMUNICATIONS 3-0-3
This course is designed to address the power of language as it relates to communication between educators and students. Strategies that improve communication between educators and at-risk youth will be addressed.
- MGED 7080 INTEGRATING THE MIDDLE GRADES CURRICULUM 2-1-3
Curriculum issues and trends that focus on strategies for integrating the middle grades curriculum.
- MGED 7090 TEACHING MIDDLE GRADES SCIENCE 3-0-3
An overview of basic programs of instruction focused on trends and issues in middle school science instruction, effective teaching practices, and contemporary middle science curricula.
- MGED 7100 TEACHING MIDDLE GRADES SOCIAL STUDIES 3-0-3
Emphasis is placed on understanding the historical and philosophical foundations of social sciences, curriculum organization, planning, and evaluation of instruction, social studies techniques, and materials appropriate to early adolescent learners.
- MGED 7110 TEACHING MIDDLE GRADES LANGUAGE ARTS 3-0-3
A study of current issues and trends in teaching one or more of the following areas in the middle grades: writing, reading and writing across the curriculum, language development, and literature.
- MGED 7120 TEACHING MIDDLE GRADES GEOGRAPHY 3-0-3
A study of current issues and trends in teaching middle grades geography.
- MGED 7200 TEACHERS, ENVIRONMENT, AND FREE ENTERPRISE INSTITUTE V-V-(1-6)
Designed to assist teachers in increasing their understanding of the relationship of physical and social environments and the free enterprise system. Consultants from government, public utilities, industry, and education will emphasize the incorporation of this knowledge into classroom subject matter. Teaching field trips are required.
- MGED 7250 SEMINAR MIDDLE GRADES 3-0-3
Integration of educational theory with material drawn from contemporary research. Includes a study of philosophy behind basic teaching methods in middle grades. Must have completed twenty-seven hours of program of study to register.
- MGED 7300 COASTAL GEORGIA WRITING PROJECT V-V-(1-6)
This course requires extensive and varied writing running the gamut from note-taking to reflective journals, from personal narrative to formal position papers. Students enrolled in the course are encouraged to explore topics of importance and interest.

- MGED 7310 FIELD-BASED RESEARCH IN WRITING V-V-(1-6)
Prerequisite: Permission of instructor/department, MGED 7300
 Student will identify a particular classroom issue related to writing and carry out a year- long, classroom-based ethnographic research project.
- MGED 7400 NATURE AND CURRICULUM NEEDS OF THE ADOLESCENT LEARNER 3-V-3
 This course concentrates on developing knowledge and skills to enable the classroom teacher to apply major learning theories from a developmental perspective. Major emphasis is placed upon the nature, diversity, and curricular needs of students in the middle grades (4-8) and secondary levels (7-12) within a lifelong developmental context.
- MGED 7811 PROVISION INTERNSHIP I 3-6-3
Prerequisite: Admission to the College of Education.
 Guided supervision for one semester by college faculty for students who hold teaching positions in a 4-8 classroom in an accredited school. Students will earn a “S” or “U” grade.
- MGED 7812 PROVISIONAL INTERNSHIP II 3-6-3
Prerequisite: MGED 7811 and admission to the College of Education.
 Guided supervision for a second semester by college faculty for students who hold teaching positions in a 4-8 classroom in an accredited school. Students will earn a “S” or “U” grade.
- MGED 7990 SPEC TOPICS MIDDLE GRADES EDUC V-V-(1-3)
 Designed to promote specialized training appropriate to the needs of in-service school personnel. Attention will be given to a range of specific problems of significance for the local school systems.
- MGED 8010 DYNAMICS OF THE AMERICAN ECONOMY 3-0-3
 Designed for teachers, this course consists of a comprehensive overview of the American economic system, with particular emphasis upon critical economic issues that influence society. Teaching methodology, applications, and material development are presented.
- MGED 8020 PERSONAL FINANCE 3-0-3
 Designed for teachers, this course covers the basic elements of personal finance needed by individuals and family units. Concepts covered include: assessment of individual resources, selective spending, credit, taxes, insurance savings, investments, and budgeting. The course includes learning activities and curriculum development. The use of computers in personal finance is integrated into the course.
- MGED 8030 ECONOMICS USA 3-0-3
Prerequisite: Limited, Provisional, Regular or Certification acceptance into the School of Graduate Studies
 This course is designed for teachers and covers the basic elements of economics needed in the classroom.
- MGED 8040 TEACHING ECONOMICS IN AMERICAN HISTORY 3-0-3
Prerequisite: Limited, Provisional, Regular or Certification acceptance into the School of Graduate Studies.
 The purpose of this course is to assist the classroom teacher in learning economic thinking as a means of improving student knowledge and critical thinking in history.
- MGED 8050 ADVANCED LEARNING THEORIES 3-0-3
 An advanced course in theories of learning as well as relevant applications. Special emphasis is given to the development of motor skills, perception, self-evaluation, understanding, thinking, and attaining emotional and social emotional maturity.
- MGED 8060 PROFESSIONAL PRACTICES 3-0-3
Prerequisite: Admission to the College of Education
 Designed for new teacher candidates seeking P-5 certification. Course addresses legal issues and best-practices of pedagogy.

- MGSE 5300G CONTENT METHODS LANGUAGE ARTS 3-2-3
Prerequisites: Admission to the School of Graduate Studies, Advisor approval.
Co-requisites: MGSE 6300, MGSE 6400
 Methods, content, and materials focusing on literature and the communicative arts for adolescent learners. Directed field experience required.
- MGSE 5400 G CONTENT METHODS SOCIAL STUDIES 3-2-3
Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, EDUC 6300, MGSE 6000, MSGE 6100
Co-requisites: MGSE 6300, MGSE 6400
 Methods, content, and materials focusing on the teaching of the social studies for adolescent learners. Directed field experience required.
- MGSE 5420G GEOGRAPHY FOR THE MIDDLE GRADES TEACHER 3-0-3
Prerequisites: Admission to the School of Graduate Studies, Admission to Candidacy in the Department of Middle Grades and Secondary Education.
 Current issues and trends in teaching middle grades geography.
- MGSE 5500G CONTENT METHODS SCIENCE 3-2-3
Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, EDUC 6300, MGSE 6000, MGSE 6100
Co-requisites: MGSE 6300, MGSE 6400
 Methods, content, and materials focusing on the teaching of science for adolescent learners. Directed field experience required.
- MGSE 5600 G CONTENT METHODS MIDDLE GRADES MATHEMATICS 3-2-3
Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, EDUC 5300U/G, MGSE 6000, MGE 6100
Co-requisites: MGSE 6300, MGSE 6400
 Topics in the teaching of mathematics for pre-service middle level teachers. Focus on how to teach mathematics, developing of problem solving skills, and critical thinking in mathematics. Directed field experience required.
- MGSE 6000 MIDDLE LEVEL THEORY AND PRACTICE 2-2-2
Prerequisites: Admission to the School of Graduate Studies, Advisor approval
 An examination of contemporary middle school theory, best practice strategies and, curriculum including current trends, issues, and models. Attention will be focused on middle school children, middle school teachers, integrated and interdisciplinary studies, standards-based curriculum, multiple assessments and the laws surrounding middle grades education. Directed field experience required
- MGSE 6100 UNDERSTANDING THE NATURE AND NEEDS OF THE ADOLESCENT LEARNER 2-2-2
Prerequisites: Admission to the School of Graduate Studies, Advisor approval
 An investigation of the developmental processes from birth through adulthood with an emphasis on adolescents. Directed field experience required.
- MGSE 6300 BEST PRACTICES & RESEARCH IN MIDDLE GRADES EDUCATION 1-V-(1-3)
Prerequisites: Admission to the College of Education, EDUC 6000, EDUC 6100, EDUC 6200, EDUC 6300, MGSE 6000, MGSE 6100
- MGSE 6750 GRADUATE INTERNSHIP 0-3-3
Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education and completion of all coursework
 Supervised field-based teaching experiences providing the opportunity to use knowledge and skills in the 4-8 or 7-12 public school setting. Opportunity to engage in professional projects such as: research projects, professional presentations, service learning projects, studies abroad, and other special projects directly relating to and impacting Middle Grades Education at the graduate level. Projects must be approved by the Department.

- MGSE 6400 CLASSROOM MANAGEMENT 3-3-3
Prerequisites: Admission to the College of Education, MGSE 6000, 6100, 6500,
Co-requisites: MGSE 6300 or (two content methods courses)
 Designed to explore the interaction between adolescent learners and teachers at the middle grades level with an emphasis placed on classroom management techniques. Directed field experience required.
- MGSE 6500 INSTRUCTIONAL APPROACHES TO READING AND WRITING ACROSS THE CURRICULUM 3-3-3
Prerequisites: Admission into the MAT program or by permission of department head, EDUC 6000, EDUC 6100
Co-requisites: MGSE 6300 or (two content methods courses)
 Investigation of literature and multimedia offerings appropriate for adolescent readers in all of the content areas. Directed field experience required.
- RDEN 8070 UNDERSTANDING READERS AND THE READING PROCESS 3-0-3
Prerequisite: Acceptance into the graduate program
 Major theories underlying reading and the teaching of reading, current topics and issues in the literacy field, variety of teaching strategies, and an introduction to past and present literacy scholars and their contributions to the teaching of reading. The first of three courses that will lead to a reading endorsement certificate.
- RDEN 8071 LINKING LITERACY ASSESSMENT TO INSTRUCTION 3-0-3
Prerequisite: EELE/MGED/SCED 5100
 Emphases include understanding and applying a variety of assessment techniques and making informed decisions based on the assessment data. The second of three courses that will lead to a reading endorsement certificate.
- RDEN 8072 INSTRUCTIONAL STRATEGIES IN THE CONTENT AREAS 3-0-3
Prerequisite: EELE/MGED/SCED 5110
 Reading strategies applicable to a PreK-12 content area. The third of three courses that will lead to a reading endorsement certificate.

EDUCATION – SECONDARY

- RDEN 8070 UNDERSTANDING READERS AND THE READING PROCESS 3-0-3
Prerequisite: Acceptance into the graduate program
 Major theories underlying reading and the teaching of reading, current topics and issues in the literacy field, variety of teaching strategies, and an introduction to past and present literacy scholars and their contributions to the teaching of reading. The first of three courses that will lead to a Reading Endorsement Certificate.
- RDEN 8071 LINKING LITERACY ASSESSMENT TO INSTRUCTION 3-0-3
Prerequisite: RDEN 8070
 Emphases include understanding and applying a variety of assessment techniques and making informed decisions based on the assessment data. The second of three courses that will lead to a reading endorsement certificate.
- RDEN 8072 INSTRUCTIONAL STRATEGIES IN THE CONTENT AREAS 3-0-3
Prerequisite: RDEN 8071
 Reading strategies applicable to a P-12 content area. The third of three courses that will lead to a reading endorsement certificate.
- SCED 7000 ADOLESCENT LITERATURE 3-0-3
 Provides an opportunity to explore multimedia offerings of literary value and of significance to age-level learners found in the high schools.
- SCED 7050 ENVIRONMENTAL SCIENCE 3-0-3
 Explorations of science principles through problem-solving. Designed to make environmental science situations meaningful.
- SCED 7060 PROBLEMS IN TEACHING SCIENCE 3-0-3
 Content is based upon problems met in teaching science with emphasis on the scientific methods using the inquiry approach.

- SCED 7070 TEACHING CROSS CULTURAL COMMUNICATIONS 3-0-3
This course is designed to address the power of language as it relates to communication between educators and students. Strategies that improve communication between educators and at-risk youth will be addressed.
- SCED 7080 READING IN THE SECONDARY SCHOOL 3-0-3
This course is designed to provide students with the rationale for teaching reading as they teach content courses.
- SCED 7090 PROBLEMS IN TEACHING MATH 3-0-3
Study of current issues and trends in math education.
- SCED 7100 PROBLEMS TEACHING SOCIAL SCIENCE 3-0-3
Study of current issues and trends in social science education.
- SCED 7110 SOCIAL AND BEHAVIORAL PROBLEMS OF SECONDARY STUDENTS 3-0-3
Study of the nature of the secondary education learner. Emphasis will be on social and emotional development as they contribute to academic success.
- SCED 7120 PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION 3-0-3
Study of the development of business education principles and practices, content and curricula for business programs. Consideration is given to such problems as objectives, relationship of vocational to general education, place of business education in secondary curriculum, standards of achievement, effect of trends and issues.
- SCED 7130 ADVANCED OFFICE ADMINISTRATION 3-0-3
Study of current office practices with emphasis on records management, business information sources, utilization of communication and travel services, banking insurance, payroll and tax records, office equipment and supplies.
- SCED 7140 MODERN TECHNIQUES AND CURRENT ISSUES IN SECRETARIAL SUBJECTS 3-0-3
Study of current literature, research findings, and practices.
- SCED 7150 MODERN TECHNIQUES AND CURRENT ISSUES IN BASIC BUSINESS AND BOOKKEEPING 3-0-3
Study of current literature, research findings, and practices.
- SCED 7160 HISTORY AND PHILOSOPHY OF BUSINESS EDUCATION 3-0-3
A study of principles, problems, philosophy, and history of business education including analysis of professional literature and research, trends, issues, and organization.
- SCED 7170 ORGANIZATION AND ADMINISTRATION OF COOPERATIVE WORK EXPERIENCE PROGRAMS IN VOCATIONAL BUSINESS EDUCATION 3-0-3
A study of methods of establishing and conducting cooperative vocational education programs in pricing and output determination under various market conditions and resource pricing and distribution.
- SCED 7190 BUSINESS RESEARCH WRITING 3-0-3
A study of the effective written and oral communication in business, education, and government including business letters, proposals, abstracts, articles, and business reports.
- SCED 7200 TEACHERS, ENVIRONMENT, AND FREE ENTERPRISE INSTITUTE V-V-(1-6)
Designed to assist teachers in increasing their understanding of the relationships of our physical and social environments and the free enterprise system. Consultants from government, public utilities, industry, and education will emphasize incorporation of this knowledge into subject-matter teaching. Field trips are required.
- SCED 7250 SEMINAR IN SECONDARY EDUCATION 3-0-3
Study of the historical and contemporary research, methodology, and recommended practices for effective secondary school education. Must have completed twenty-seven hours of program of study to register.
- SCED 7290 TEACHING SECONDARY SCIENCE 3-0-3
This course will focus on current reform efforts in science education as well as survey important topics in modern science education research. It will also emphasize techniques for successful grant writing.
- SCED 7300 COASTAL GEORGIA WRITING PROJECT V-V-(1-6)
This course requires extensive and varied writing, running the gamut from note-taking to reflective journals, from personal narrative to formal position papers. Students enrolled in the course are encouraged to explore topics of importance and interest by assessing current trends in social science education.

- SCED 7310 FIELD-BASED RESEARCH IN WRITING V-V-(1-6)
Prerequisite: Permission of instructor/department, SCED 7300
 Student will identify a particular classroom issue related to writing and carry out a year-long, classroom-based ethnographic research study.
- SCED 7320 TEACHING SECONDARY SOCIAL SCIENCE 3-0-3
 A study of the problems and challenges being faced by secondary social science educators including the knowledge base of social science education, teaching for active and responsible citizenship, making curricular choices, selecting appropriate instructional techniques, and assessing current trends in social science.
- SCED 7420 SCIENCE PROCESS SKILLS FOR TEACHERS V-V-(1-4)
 Content is designed to assist participants in the successful design of K-12 research and science projects.
- SCED 7520 RESEARCH FOR SCIENCE TEACHERS V-V-(1-4)
 This course will allow participants to develop a science project jointly with local industry, education, or business institutions in order to develop the relevant skills necessary to solve a science research problem.
- SCED 7990 SPECIAL TOPICS IN SECONDARY EDUCATION 3-0-3
 A study of a topic relevant to secondary education.
- SCED 8010 DYNAMICS OF THE AMERICAN ECONOMY 3-0-3
 Designed for teachers, this course consists of a comprehensive overview of the American economic system, with particular emphasis upon critical economic issues that influence society. Teaching methodology, applications, and material development are presented.
- SCED 8020 PERSONAL FINANCE 3-0-3
 Designed for teachers, this course covers the basic elements of personal finance needed by individuals and family units. Concepts covered include: assessment of individual resources, selective spending, credit, taxes, insurance savings, investments, and budgeting. The course includes learning activities and curriculum development. The use of computers in personal finance is integrated into the course.
- SCED 8030 ECONOMICS USA 3-0-3
 This course is designed for teachers and covers the basic elements of economics needed in the classroom.
- SCED 8040 TEACHING ECONOMICS IN AMERICAN HISTORY 3-0-3
 The purpose of this course is to assist the classroom teacher in learning economic thinking as a means to improving student knowledge and critical thinking in history. Theoretical considerations and classroom applications are presented.

TECHNOLOGY

- TECH 5000G INTEGRATING TECHNOLOGY IN THE STUDENT-CENTERED CLASSROOM (InTech) V-V-3
 A hands-on laboratory experience that will provide the skills necessary to seamlessly integrate technology into the curriculum. This course will satisfy the state of Georgia's technology re-certification requirements for PreK-12 educators.
- TECH 5010 TEACHERS DISCOVERING COMPUTERS 3-0-3
 Online computer course for educators that focuses strategies to effectively integrate technology into the classroom.

College of Health Professions

Shelley Conroy, Dean

Richard St. Pierre, Interim Assistant Dean

Organization and Degrees

The College of Health Professions offers graduate courses from the academic units of communication sciences and disorders, health sciences, nursing, and physical therapy.

Graduate degree programs include the Master of Public Health, Master of Health Services Administration, the Master of Science in Nursing, the Doctorate in Physical Therapy, the Master of Science in Sports Medicine, and the Master of Science in Communication Sciences and Disorders. Post-baccalaureate certification in gerontology and post-master's nursing certification are also available.

Criminal Background Checks

Clinical agencies utilized by the College of Health Professions may require criminal background checks and/or drug testing prior to acceptance of the student into clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend clinical courses and therefore may be unable to complete their program of study. Any fees or cost associated with background checks and/or drug testing are the responsibility of the student.

Accreditation

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education. The doctorate in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education. The master of public health program is accredited by the Council on Education for Public Health. The master of health services administration is accredited by the Commission on Accreditation on Healthcare Management Education (CAHME). The master of science in communication sciences and disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. Accreditation of these programs is an indication of approbation, attesting to the quality of the educational program and the continuing commitment of the university to support the program.

The Brunswick Center at Coastal Georgia Community College

Graduate nursing courses are offered at the Brunswick Center in Brunswick, Georgia.

Communication Sciences and Disorders

Donna Brooks, Department Head

Master of Science – Communication Sciences and Disorders

Consistent with the mission of the university and the goals of the College of Health Professions, the overall mission of this master's degree program is to educate individuals whose skills and knowledge in the area of speech-language pathology services meet the challenges of a rapidly changing field. Graduates will meet the expanding need in South Georgia, the state, region, and nation. The program will work collaboratively with the speech-language pathology community to improve the quality of speech-language pathology services and enhance the scientific basis of professional practice.

Criminal Background Checks

Clinical agencies utilized by the Program in Communication Sciences & Disorders may require criminal background checks and/or drug testing prior to acceptance of the student into clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend clinical courses and therefore may be unable to complete their program of study. Any fees or cost associated with background checks and/or drug testing are the responsibility of the student.

Graduates of this program will:

1. Demonstrate the knowledge and principles necessary for evaluation and treatment of communication impairments across the lifespan
2. Analyze factors important to diagnosis and treatment plan development
3. Document and effectively communicate their findings to the clients, their families and other professionals
4. Meet legal and professional standards of competence and ethics
5. Employ active learning methods that encourage self-reliance and promote continuous professional development.
6. Integrate theoretical knowledge and therapeutic competencies through group discussions, laboratories and clinical practice
7. Demonstrate the highest qualities of character and ethical behavior as well as the knowledge, skills, and disposition that support scholarship, professionalism, technology, and diversity
8. Meet the Knowledge and Acquisition Skills (KASA) and the minimum 400 clinical clock hours as described by ASHA for the Certificate of Clinical Competency

I. Admission Standards**A. Prerequisites**

1. Effective oral and written communication skills.
2. A knowledge of the scope of speech-language pathology practice. Minimal satisfaction of this criterion will be a baccalaureate degree in the field of speech-language pathology.
3. A knowledge of computers and computer software applications.
4. Involvement in extracurricular activities and community service.
5. Certification in child and adult CPR and basic first aid.
6. Immunizations and physical exams as required of all Armstrong Atlantic State University students.
7. A minimum grade point average of 2.7.

B. Regular Admission

1. Applicants must complete the requirements for a baccalaureate degree in speech-language pathology from a regionally accredited institution.
2. Regular admission requires a score of no less than 450 on the verbal section, 450 on the quantitative and 4.5 on the analytical sections of the Graduate Record Exam (GRE). For students whose second language is English, a score of 550 paper-based score or 95 computer-based score or better on the TOEFL may be substituted for the verbal GRE score.
3. The following documents are required for admission to the master of education program in speech-language pathology: Armstrong Atlantic State University graduate school application, speech-language pathology program application, college transcripts, official test scores, three letters of recommendation, a Letter of Intent, and a KASA. Proof of professional liability insurance, health insurance and first aid and CPR certification must be presented by the first day of classes.
4. Meeting the minimum criteria for application for graduate school does not guarantee admission to the speech-language pathology program. It should be noted that the pool of applicants for the speech-language pathology program includes many highly qualified applicants, and the number of available positions is limited. Therefore, admission to the speech-language pathology program is highly competitive.

C. Provisional Admission

1. Completed requirements for a baccalaureate degree in speech-language pathology from a regionally-accredited institution
2. A cumulative grade point average of at least 2.5
3. A score of at least 400 on the verbal section and 400 on the quantitative and 3.5 on the analytical sections of the Graduate Record Examination. For students whose second language is English, a score of 550 paper-based score or 95 computer-based score or better on the TOEFL may be substituted for the verbal GRE score.
4. The following documents are required for admission to the master of education program in speech-language pathology: Armstrong Atlantic State University graduate school application, speech-language pathology program application, college transcripts, official test scores, three letters of recommendation, a Letter of Intent, and a KASA. Proof of professional liability insurance, health insurance and first aid and CPR certification must be presented by the first day of classes.

5. Meeting the minimum criteria for application to graduate school does not guarantee admission to the speech-language pathology program. It should be noted that the pool of applicants for the speech-language pathology program includes many highly qualified applicants, and the number of available positions is limited. Therefore, admission to the speech-language pathology program is highly competitive.

D. Admissions Process

1. Applications are available at the beginning of each academic year. Applicants must obtain the most recent speech-language pathology application packet from the graduate school office. This application packet outlines the steps in the application process and contains the speech-language pathology program application form.
2. Deadline: the written application and all support materials should be postmarked by February 15th of each year. All materials are to be sent directly to the Graduate Enrollment Office.
3. Written applications and support materials are reviewed and a limited number of applicants are accepted into the program.

II. Standards of Progression and Graduation

A. Program Progression Requirements

1. Students must maintain a B average or better on all coursework taken as a graduate student. If the student's average falls below 3.0, the student will have one probationary semester to earn the required B average or better. If the average is not raised to a B or better in that term, the student will be dismissed from the program.
2. Students must adhere to American Speech-Language and Hearing Association Code of Ethics and guide for professional practices and the state of Georgia's rules and regulations governing the practice of speech-language pathology. The program provides copies of, and instruction in, all of these policies. Students who violate these rules and regulations will be dismissed from the program and are ineligible for readmission.
3. The program occurs in five consecutive semesters, which includes summer. Students are admitted as full-time. If the student is not enrolled for two consecutive semesters, that student must reapply for admission.
4. Students must complete the program within seven years.
5. Students who do not complete the program in seven years must reapply for admission. Those students must begin to meet the program requirements in effect at the time of readmission. For clarification, refer to Readmission Procedures C.1-3.
6. Students must annually present evidence of professional liability insurance, health/medical insurance and first aid/CPR certification. In addition, students may need to provide evidence of preventative inoculations depending on extern placements.

B. Graduation Requirements

1. Students must apply for graduation two semesters before the date of graduation. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the Office of Graduate Studies.
2. Students must take the Praxis II examination in speech-language pathology and present a score of 600 or higher to the graduate advisor by March 31st if graduating in May or November 19th if graduating in December. If the student's score is less than 600, the student will be required to earn an eighty percent or higher on the comprehensive assessment developed by the program.
3. Students must maintain a B average or better in the program.
4. Students must accumulate a minimum of 400 client contact hours as described by the department and guidelines set forth by the American Speech-Language and Hearing Association.
5. Demonstrate acquisition of all knowledge and skills outlined in the KASA by completing the KASA document.

C. Readmission: Procedures

1. The student must complete the readmission application the readmission process by submitting the current graduate application for AASU and the speech-language pathology major.
2. The student will be required to meet admission requirements in effect at the time of application for readmission.
3. The student's admission will be based upon space available in the class into which the former student is seeking admission and recommendation of the department faculty.
4. The student who has been dismissed for inability to meet minimum grade requirements or ethics violations is NOT eligible for readmission.

III. Program of Study

A. Professional Education (3 hours)		CSDS 7147	Language and Literacy	3
FOUN 7060	Educational Research	CSDS 7148	Oral and Speech Motor Disorders.....	3
B. Specialized Content (51 hours)		CSDS 7149	Aural Rehabilitation.....	3
CSDS 7140	Diagnosis and Appraisal of Communication Disorders	CSDS 7150	Aphasia and Related Neurogenic Disorders	3
CSDS 7141	Cognitive and Linguistic Foundations Of Language	CSDS 7152	Acquired Cognitive-Com Disorders.....	3
CSDS 7142	Professional and Ethical Issues in Communication Disorders	CSDS 7153	Practicum I – AASU Clinic	2
CSDS 7144	Neuro-anatomy and Physiology	CSDS 7154	Practicum II – Educational Setting	2
CSDS 7145	Language Disorders In Early Childhood.....	CSDS 7155	Practicum III – Medical Setting.....	2
CSDS 7146	Language Disorders In School-Age Children	CSDS 7156	Voice and Fluency Disorders.....	3
		CSDS 7157	Articulation and Phonological Disorders	3
		CSDS 7161	Swallowing Disorders.....	3
			Total.....	54

- Total 54 semester hours of course work and accumulation of a minimum of 400 client contact hours as described by the AASU SLP program and guidelines set forth by the American Speech-Language and Hearing Association.
- A maximum of 6 credit hours of course work approved by the SLP faculty may be transferred from another institution.
- Plan of study may reflect additional courses required to meet certification standards as mandated by the KASA and the Georgia Professional Standards Commission.

COURSE OFFERINGS

COMMUNICATION SCIENCES AND DISORDERS

CSDS 7140	DIAGNOSIS AND APPRAISAL OF COMMUNICATION DISORDERS	3-0-3
	<i>Prerequisite: completion of 25 observation hours</i>	
	Instruments, principles and practices in the assessment of populations with communication impairments. This includes non-verbal, culturally diverse, preschool and school aged children, and adults. Field experiences required.	
CSDS 7141	COGNITIVE AND LINGUISTIC FOUNDATIONS OF LANGUAGE	3-0-3
	<i>Prerequisite: CSDS 2240 or equivalent</i>	
	Presents an overview of the nature, and development of cognitive and linguistic skills needed for effective communication Topics to be addressed include but are not limited to development of object permanence auditory and visual memory, and meta-linguistics and Brown’s stages of development. Cultural factors related to cognition and linguistics will be discussed. Field experience may be required.	
CSDS 7142	PROFESSIONAL AND ETHICAL ISSUES IN COMMUNICATION SCIENCES AND DISORDERS	3-0-3
	<i>Prerequisite: CSDS 3150 or equivalent</i>	
	Implementation and administration of speech-language pathology programs in a variety of therapeutic settings. Topics include the ASHA Code of Ethics, legal issues, confidentiality, documentation, scheduling, service delivery models and professional practices according to state of Georgia regulations.	
CSDS 7144	NEURO-ANATOMY AND PHYSIOLOGY	3-0-3
	In-depth study of neuroanatomy and physiology along with characteristics, etiology, assessment, and therapeutic management of neurogenic communication disorders across the lifespan. Field experiences may be required.	
CSDS 7145	LANGUAGE DISORDERS IN EARLY CHILDHOOD	3-0-3
	<i>Prerequisite: CSDS 2240 or equivalent</i>	
	This course covers assessment and treatment of infants and toddlers with a variety of speech, language, feeding, and oral motor disorders. Typical development and atypical development will be overviewed, as well the importance of working with families through the establishment of individualized family service plans. Intervention models for diverse populations will also be discussed.	

- CSDS 7146 LANGUAGE DISORDERS IN SCHOOL-AGE CHILDREN 3-0-3
Prerequisite: CSDS 2240 or equivalent
 Examines theoretical perspectives and various approaches to working with children and adolescents with language impairments. Practical application of language assessment procedures, individualized intervention planning and language intervention strategies will be discussed. The multicultural and multidimensional nature of language will be addressed, as well as language requirements for successful classroom performance from school entry through high school.
- CSDS 7147 LANGUAGE AND LITERACY 3-0-3
Prerequisites: CSDS 2240 or equivalent & CSDS 7146 Language Disorders in School-age Children
 This course provides an overview of the skills necessary for literacy acquisition, the progression of literacy development and its relationship with language. Students will learn to identify and promote emergent literacy skills, acquire strategies to support the developing reader, gain knowledge of disorders of spoken language and literacy, discuss methods for assessing language-based literacy skills and develop a literacy-based language intervention unit to target all components of language (phonology, pragmatics, morphology, syntax, and semantic).
- CSDS 7148 ORAL AND SPEECH MOTOR DISORDERS 3-0-3
Prerequisite: CSDS 7140 & 7144 or equivalent
 Emphasis is on oral-motor issues affecting feeding, dysphasia, apraxia and the dysarthrias.
- CSDS 7149 AURAL REHABILITATION 3-0-3
Prerequisite: CSDS 3410 or equivalent
 Principles of hearing and issues of intervention relevant to the practice of speech-language pathology. Study of hearing impairment, etiological factors associated with auditory habilitation and the effective use of amplification. Field experiences may be required.
- CSDS 7150 APHASIA AND RELATED NEUROGENIC DISORDERS 3-0-3
Prerequisite: CSDS 3150 or equivalent
 Case studies emphasizing the etiology, assessment, and treatment of language impairments in adults. Field experience may be required.
- CSDS 7152 ACQUIRED COGNITIVE-COMMUNICATION DISORDERS 3-0-3
Prerequisite: CSDS 7144
 Presents an overview of the nature, assessment, and treatment of cognitive-communication disorders, including (but not limited to) communication impairments related to acquired deficits in attention, memory, problem solving, and executive function. Specific etiologies to be discussed include traumatic brain injury, dementias, and right hemisphere damage. Cultural implications of cognitive-communication disorders will be discussed. Field experience may be required.
- CSDS 7153 PRACTICUM I — AASU CLINIC 1-2-3
Prerequisite: 25 observation hours
 A practicum course designed to provide instruction and practice experience in diagnostic and therapeutic approaches to communication impairments in children, youth and/or adults being served in a clinic setting.
- CSDS 7154 PRACTICUM II — EDUCATIONAL SETTING 1-2-3
Prerequisite: CSDS 7145, SCDS 7146, CSDS 7153, CSDS 7157, and permission of program faculty
 A practicum course designed to provide instruction and practical experience in diagnostic and therapeutic approaches to communication impairments in children and youth served in an educational setting.
- CSDS 7155 PRACTICUM III — MEDICAL SETTING 0-2-2
Prerequisites: CSDS 7150, CSDS 7151, CSDS 7152M CSDS 7153, and permission of program faculty
 A practicum course designed to provide instruction and practical experience in diagnostic and therapeutic approaches to communication impairments in adults and children being served in a medical setting.

CSDS 7156	VOICE AND FLUENCY DISORDERS	3-0-3
	<i>Prerequisite: CSDS 7140</i>	
	Detailed study of anatomical structures of the larynx. Classification, etiology, evaluation, and therapeutic management of voice disorders across the life span, including alaryngeal rehabilitation. Review of theories, types, characteristic, etiologies, and treatment methods of fluency disorders across the life span. Field experience may be required.	
CSDS 7157	ARTICULATION & PHONOLOGICAL DISORDERS	3-0-3
	<i>Prerequisites: CSDS 3150 or equivalent & CSDS 2250 or equivalent</i>	
	Case studies emphasizing the etiology, assessment, and treatment of articulatory and phonological disorders across the life-span. Field experience may be required.	
CSDS 7161	SWALLOWING DISORDERS	3-0-3
	<i>Prerequisite: CSDS 7144</i>	
	The study of anatomy and physiology related to the swallowing mechanism and the nature of dysphagia, as well as current practices in the assessment and treatment of swallowing disorders in children and adults with various etiologies. Cultural implications of swallowing disorders will be discussed. Field experience/observation anticipated.	
CSDS 7230	SPECIAL TOPICS IN SPEECH/ LANGUAGE PATHOLOGY	3-0-3
	<i>Prerequisite: Permission of instructor/department</i>	
	The study of a topic relevant to speech/language pathology.	

Health Sciences

James A. Streater, Department Head

The overall mission of the Department of Health Sciences is to make available educational opportunities for persons interested in entering a health field or to provide an academic program for experienced health professionals who wish to further their career opportunities.

Master of Health Services Administration (MHSA)

Joseph Crosby, Graduate Coordinator

The objective of the Master of Health Services Administration degree is to provide the student with mastery of the knowledge and skills for the effective administration of health service organizations across the continuum of care. Specifically, the student will understand the basic organizational, financial, legal, and managerial components of health services as they relate to a dynamic and evolving healthcare delivery system.

Criminal Background Checks

Clinical agencies utilized by the Department of Health Sciences and Program in Health Services Administration may require criminal background checks and/or drug testing prior to acceptance of the student into clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to initiate/complete the applied learning experience. Any fees or cost associated with background checks and/or drug testing are the responsibility of the student.

I. Admission Standards*

For consideration of admission to the MHSA program, the applicant must have completed an application for admission to the School of Graduate Studies at AASU, submitted official copies of all academic transcripts related to undergraduate and graduate coursework at the time of program application, prepared a formal letter of intent and submitted an updated professional/personal resume, detailing educational and work experiences for a period of not less than five (5) years from the time of application and a listing of at least three personal/professional references.

A. Regular Admission

1. Completed requirements for a baccalaureate degree from a regionally-accredited institution; AND
2. A minimum 3.2 or higher undergraduate GPA AND a minimum 3.5 or higher GPA in upper division coursework; OR
3. A minimum 3.0 or higher undergraduate GPA in upper division coursework AND a GRE** score of 900 or greater; OR
4. A minimum 2.8 or higher undergraduate GPA in upper division coursework AND a GRE** score of 900 or greater AND a minimum of two years of formal experience in the health care field.

Note: In lieu of the above requirements, an earned doctorate or master's degree from a regionally-accredited institution may qualify the student for regular admission.

B. Provisional Admission

For provisional admission the applicant must have:

1. Completed requirements for a baccalaureate degree from a regionally-accredited institution; AND
2. A minimum 2.5 cumulative undergraduate GPA; AND
3. GRE score of 900** or greater; OR
4. GRE score of 800** or greater AND a minimum of two years of formal experience in the health care field

** Official scores on the Graduate Management Admission Test (GMAT) may be utilized in lieu of the GRE requirement. Such scores are evaluated on a case-by-case basis.

5. Once admitted provisionally, a student may take no more than nine semester hours, which have been determined by the program coordinator. Only credit earned at Armstrong Atlantic may be used to satisfy provisional admission requirements for the MHSA, which is an autonomous graduate degree. The student will be reclassified to degree-regular status if the list of courses prescribed by the program coordinator is completed with a grade of no less than B in each course.

II. Standards of Progression and Graduation

- A. Fifty percent of the program of study must be completed at the 7000-8000 levels. All degree requirements must be completed within seven years.
- B. The student must apply for graduation two semesters before the date of graduation. The program of study must accompany the application for graduation.

III. Program of Study

Required Courses (51 semester hours)

PUBH 7100	Foundations of Public Health and Administration	3	MHSA 8911	Health Services Administration Practicum I.....	1
PUBH 7110	Epidemiology.....	3	MHSA 8912	Health Services Administration Practicum II	1
MHSA 7200	Statistical Applications for Healthcare Management.....	3		OR	
MHSA 7300	Accounting Principles for Health Services Organizations	3	MHSA 8900	Internship/Residency in Health Services Administration.....	2
MHSA 7650	Human Resources Management in Health Care	3		OR	
MHSA 7700	Quality Management Methods in Health Care..	3	MHSA 8920	Health Services Admin. Research Practicum ..	2
MHSA 8610	Healthcare Economics.....	3		Total Experiential Hours	2
MHSA 8625	Health Informatics	3		Total Program Hours.....	53
MHSA 8630	Healthcare Financial Management.....	3			
MHSA 8635	Health Politics and Policy	3			
MHSA 8500	Leadership Seminar	3			
MHSA 8650	Operations Management Methods in Health Care	3			
MHSA 8861	Organization Theory and Organizational Behavior HC	3			
MHSA 8864	Legal Environment of Health Care	3			
MHSA 8870	Managerial and Biomedical Ethics HC.....	3			
MHSA 8880	Strategic Mgmt. Health Services Org I	3			
MHSA 8890	Strategic Mgmt. Health Services Org II.....	3			

Total Didactic Hours51

Master of Public Health (MPH)

Michael Mink, Graduate Coordinator

The overall mission of the Department of Health Sciences is to make available educational opportunities for persons interested in entering a public health field or to provide an academic program for experienced health professionals who wish to further their career opportunities.

Criminal Background Checks

Clinical agencies utilized by the Department of Health Sciences and Program in Public Health may require criminal background checks and/or drug testing prior to acceptance of the student into clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend clinical courses and therefore may be unable to complete their program of study. Any fees or cost associated with background checks and/or drug testing are the responsibility of the student.

I. Admission Standards

Minimum criteria to be considered for admission are stated below. Meeting the minimum criteria does not guarantee admission to the program:

1. An undergraduate GPA of 2.8, and
2. A combined math/verbal score of 800 on the GRE or 400 on the MAT.

Applicants who meet the minimum criteria will be considered individually. Admission decisions are based on academic achievement, evidence of ability to perform graduate level work, previous experiences in a health related field, professional recommendations, and writing skills. Applicants who already possess an advanced degree do not need to submit GRE or MAT scores. Applicants are admitted on a rolling basis, every fall, spring, and summer semesters. Applicants should contact the Office of Graduate Enrollment for details on the application process and application deadlines each term. Applicants are encouraged to apply early for full consideration.

II. Standards of Progression and Graduation

- A. Fifty percent of the program of study must be completed at the 7000-8000 levels. All degree requirements must be completed within seven years.
- B. Students must earn a grade of C or better in any individual course to count toward the degree requirements and maintain a GPA of 3.0 or higher every semester in order to remain in the program.
- C. Students must successfully complete two culminating experiences by earning a grade of C or better in PUBH 8890 and a grade of S in both PUBH 8920 and PUBH 8930.
- D. The student must apply for graduation two semesters before the date of graduation. The program of study must accompany the application for graduation.

III. Program of Study

A. Required Courses (36 semester hours)

PUBH 7100	Foundations of Public Health, Concepts and Administration	3
PUBH 7110	Epidemiology	3
PUBH 7150	Environmental Health Issues.....	3
PUBH 7200	Biostatistics.....	3
PUBH 7720	Theory in Health Education	3
PUBH 8710	Research Methods	3

PUBH 8730	Health Communication	3
PUBH 8745	Methods of Health Promotion.....	3
PUBH 8861	Public Health Management.....	3
PUBH 8890	Public Health Planning and Evaluation	3
PUBH 8920	Public Health Practicum I.....	1-3
PUBH 8930	Public Health Practicum II.....	1-3
B. Electives (9 semester hours)		
Total.....		45

Gerontology Certificate

I. Admission Standards

- A. Completed requirements for a baccalaureate degree from a regionally-accredited institution.
- B. A student must be admitted to the School of Graduate Studies on a degree or certificate basis.

II. Standards of Progression and Completion

- A. Each student will file a program of study with the School of Graduate Studies.
- B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.

C. Each student will successfully complete an oral comprehensive assessment (administered each semester on a pre-determined date).

III. Program of Study

A. Required Courses (9 semester hours)

GERO 5500G	Survey of Gerontology.....	3
GERO 5510G	Healthy Aging.....	3
GERO 5520G	Gerontological Practicum	3

B. Three courses chosen from the following (9 semester hours)

PUBH 5550G	Nutrition	3
PSYC 5575G	Psychology of Aging	3
	Approved electives.....	6

Total.....18

Master of Science in Sports Medicine (MSSM)

Robert LeFavi, Graduate Coordinator

The master of science in sports medicine (MSSM) degree at Armstrong Atlantic State University prepares leaders for the exciting sports medicine field with advanced sports medicine in a chosen setting (human performance, clinical practice, education, or administration).

The master of science in sports medicine provides an interdisciplinary scientific background in sport and physical activity with a significant emphasis on work-related concepts and experiences. The educational experiences are designed utilizing evidence-based research to develop leaders in the scientific and clinical aspects of sports medicine. Students may elect to focus on specific aspects of human performance (nutrition, ergogenic aids, strength & conditioning, performance evaluation), advanced athletic training, adult fitness, cardiac rehabilitation, wellness/health promotion, and sport administration/leadership.

Criminal Background Checks

Clinical agencies utilized by the Department of Health Sciences and Sports Medicine may require criminal background checks and/or drug testing prior to acceptance of the student into clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend clinical courses and therefore may be unable to complete their program of study. Any fees or cost associated with background checks and/or drug testing are the responsibility of the student.

I. Admission Standards

For admission to the MSSM program, the applicant must have completed an application for admission to the School of Graduate Studies at AASU.

A. Regular Admission

For regular admission the applicant must have:

1. Completed requirements for a baccalaureate degree from a regionally-accredited institution; AND
2. A minimum 2.6 cumulative undergraduate GPA; AND
3. a. GRE: No less than 500 Verbal AND 400 Quantitative OR Analytical section score of 3.5-4; OR
 - b. GMAT: Minimum score of 450; OR
 - c. MAT: Minimum score of 405; AND
4. Letter of Intent

Note: In lieu of the above requirements, an earned doctorate or masters from a regionally-accredited institution will qualify the student for regular admission.

B. Provisional Admission

For provisional admission the applicant must have:

1. Completed requirements for a baccalaureate degree from a regionally-accredited institution; AND
2. A minimum 2.3 cumulative undergraduate GPA; AND
3. Minimum admissions formula scores as follows (choose one):
 - a. GRE: (verbal + quantitative) x GPA = 2100
 - b. GMAT: (GPA x 200) + GMAT score >= 900
 - c. MAT: (GPA x 100) + MAT >= 630; AND
4. Letter of Intent

5. Once admitted provisionally, a student may take no more than nine semester hours, which have been determined by the program coordinator. Only credit earned at Armstrong Atlantic may be used to satisfy provisional admission requirements for the MSSM, which is an autonomous graduate degree. The student will be reclassified to degree-regular status if the list of courses prescribed by the program coordinator is completed with a grade of no less than B in each course.

II. Standards of Progression and Graduation

- A. Students must file a program of study with the School of Graduate Studies. Fifty percent of the program of study must be completed at the 7000-8000 levels. All degree requirements must be completed within seven years.
- B. Students must satisfactorily complete a thesis or project.
- C. Students must satisfactorily complete a comprehensive assessment.
- D. Students must apply for graduation two semesters before the date of graduation. A program of study signed by the student, advisor, and graduate program coordinator must be forwarded with the student's application for graduation to the Office of Graduate Studies.

III. Program of Study

A. Required Courses (21 semester hours)

SMED/PECI 5060G	Physiological Foundations of Sport & Physical Activity	3
SMED 7400	Biomechanics of Musculoskeletal Injury	3
SMED/PECI 5070G	Theory and Methodology of Strength & Conditioning	3
PUBH 7200	Biostatistics.....	3
PUBH 8710	Research Methods	3
SMED 8900	Thesis/Professional Project in Sports Medicine 1	1-3
SMED 8910	Thesis/Professional Project in Sports Medicine 2	1-3

Human Performance Concentration (9 semester hours)

SMED 5005	Musculoskeletal Basis of Exercise..	3
SMED 5015	Assessment and Evaluation Musculoskeletal Injuries	3
SMED/PECI 5080G	Performance Evaluation and Exercise Testing.....	3

Advanced Athletic Training Concentration (9 semester hours)

PUBH 7110	Epidemiology	3
SMED 7990	Spec Top: Adv. Eval. & Rehab	3
SMED 7990	Spec Top: MS Injury Prevention /Post Rehab	3

B. Electives (6 semester hours)

Student should take no more than **two** courses from the 5000 level courses

SMED 5090G	Nutritional Issues in Sports Medicine	3
PUBH 5555G	Health and Human Performance	3
PEEC 5580G	Physical Activity and the Older Adult	3
SMED 5940	Internship Strength & Conditioning	1-3
SMED 7050	Drugs and Ergogenic Aids in Sports Medicine	3
SMED 7700	Self-Directed Student Research in Sports Medicine	1-3
SMED 7800	Psychosocial Iss. in Sports Medicine & Physical Activity	3
SMED 8100	Organizational Leadership in Sports Medicine	3
SMED 8475	Internship in Sports Medicine	1-3
SMED 8810	Cardiopulmonary & Pathophysiology, Exercise & Rehab	3
Total		36

Strength and Conditioning Certificate

I. Admission Standards

For admission to the strength and conditioning certificate program in the Master of Science in Sports Medicine Program, the applicant must:

- A. Have completed requirements for a baccalaureate degree from a regionally-accredited institution
- B. Be admitted to the School of Graduate Studies on a degree-seeking or certificate admission basis

II. Standards of Progression and Graduation

- A. Each student will file a program of study with the School of Graduate Studies.
- B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.
- C. Each student will successfully complete a comprehensive assessment administered during the student's last semester of completion.

III. Program of Study

A. Required Courses (3 semester hours)

SMED 5070 Theory & Methods in Strength and Conditioning..... 3

B. Four of the following five courses (12 semester hours)

SMED 7400 Biomechanical Analysis of Human Movement & Musculoskeletal Injury3

SMED 5060U/G Physiological Foundations of Sport & Physical Activity 3

SMED 6080 Performance Evaluation and Exercise Training 3

SMED 5090U/G Nutritional Issues in Sports Medicine..... 3

SMED 5940U/G Internship in Strength & Conditioning 3

IV. Post-Certification Admission to MSSM

Students who successfully complete the program of study for the graduate certificate in strength and conditioning may be considered for admission into the MSSM program. Students who wish to be considered for admission into the MSSM program upon successful completion of the graduate strength and conditioning certificate must formally petition the MSSM program for consideration. The following criteria will be utilized by the MSSM program coordinator in evaluating each student’s petition for post-certificate admission to the MSSM program:

- A. Minimum GPA of 3.5 obtained during certificate program of study; AND
- B. Successful completion of comprehensive assessment for certificate; AND
- C. Faculty evaluation(s) of student performance in specific courses (e.g. student writing samples, examination results, motivation, professional bearing, etc.)

COURSE OFFERINGS

ADMINISTRATION

ADMT 7400 HUMAN RESOURCES MANAGEMENT 3-0-3

Survey course of the principles and practices of contemporary management of human resources that are common to all types of organizational enterprises. Topics considered include recruitment and selection, job analysis and design, training and development, performance evaluation, and the legal and regulatory environment of human resources management.

ADMT 7410 ORGANIZATION THEORY AND ORGANIZATIONAL BEHAVIOR 3-0-3

This course is designed to familiarize students with the basic concepts, models, and theories of organizations needed to lead contemporary organizations. Topics will include managerial roles, the structure and design of organizations, organizational governance, communication and coordination, organization change, group dynamics, conflict and negotiation, individual differences, and motivation.

ADMT 7430 PRINCIPLES OF FINANCIAL MANAGEMENT FOR EFFECTIVE LEADERSHIP 3-0-3

This course will provide students with a greater understanding of the fundamentals of financial and managerial accounting required for successful leadership/stewardship of contemporary organizations. An overview is provided of the tools and models available to assist with financial decision support and decision-making processes as well as the retrospective evaluation of resource allocation decisions.

GERONTOLOGY

GERO 5500G SURVEY OF GERONTOLOGY 3-0-3

Introduction to the emotional, physiological, and social changes associated with the aging process and their effects on health.

GERO 5510G HEALTHY AGING 3-0-3

Principles of holistic aging: spiritual, social, emotional, intellectual, occupational, physical, and motivational needs of the elderly.

GERO 5520G GERONTOLOGY PRACTICUM V-V-(1-3)

Prerequisite: Permission of instructor/department

Practical experience tailored to the student’s interest. Developed in collaboration with a faculty member and qualified site supervisor. Graded on a S or U basis.

HEALTH SERVICES ADMINISTRATION

MHSA 5500G MANAGING HEALTH PROFESSIONALS 3-0-3

Examines the differences between management and clinical professionals and explores ways to better integrate these sometimes divergent interests, cultures, values, and concerns in health services organizations.

MHSA 5650G SEMINAR IN LONG TERM CARE ADMINISTRATION 1-0-1

Issues particular to care of residents and management in a long-term care setting. Synthesis of topics studied elsewhere including accreditation standards, and human resource issues. On-site visit.

MHSA 5800G COMPARATIVE HEALTH CARE SYSTEMS 3-0-3

Prerequisite PUBH 7100

An in depth survey of the structure, function, and comparative performance of a variety of health care delivery and financing systems in the U.S. and other nations of the world.

MHSA 7200 STATISTICAL APPLICATIONS FOR HEALTH CARE MANAGEMENT 3-0-3

Overview of descriptive and inferential statistical methods and applications pertinent to health care management professionals. Emphasis on the use of commonly available software applications, such as Microsoft Excel, formulate and carry out statistical operations.

MHSA 7300 ACCOUNTING PRINCIPLES FOR HEALTH SERVICES ORGANIZATIONS 3-0-3

An overview of basic principles and common applications of both managerial and financial accounting including, but not limited to, the following: cost accounting principles, financial statement preparation and analysis, operational and strategic budgeting, cost-volume-profit analysis, and productivity analysis.

MHSA 7620 HEALTHCARE ADMINISTRATION 3-0-3

This course analyzes current and prospective issues in healthcare administration. Concepts related to healthcare delivery in an evolving market include reimbursement, TQM/CQI, case management, integrated and multi-provider systems, and productivity/efficiency issues. Administrative problems common to a variety of healthcare delivery venues are investigated.

MHSA 7630 SELF-DIRECTED STUDY IN HEALTH SERVICES ADMINISTRATION V-V-(1-3)

Student-initiated and directed study relating to their professional interest(s) and/or responsibilities under the direction and approval of a graduate faculty advisor.

MHSA 7650 HUMAN RESOURCE MANAGEMENT IN HEALTH CARE 3-0-3

A study of the organization, training, motivation, and direction of employees with an emphasis on maintaining productivity and morale at a high level. Topics include selection, compensation, financial incentives, work standards, and leadership.

MHSA 7700 QUALITY MANAGEMENT METHODS IN HEALTH CARE 3-0-3

An overview of the theory, principles, and techniques of quality management within contemporary health services organizations. Quality assurance and quality/process improvement approaches to QM are considered. Qualitative and quantitative methods that support organizational QM are also discussed.

MHSA 7750 RISK MANAGEMENT AND INSURANCE IN HEALTH CARE 3-0-3

An overview of the theory and applications of risk management practice within contemporary health services organizations. Topics considered include, but are not limited to: methods of organizational risk assessment, risk prevention, and risk control, most commonly by means of the acquisition of various types of insurance coverage(s). An overview of the structure, function, and types of insurance products is also provided.

MHSA 8500 LEADERSHIP SEMINAR 3-0-3

Prerequisite: Permission of instructor

Explores a variety of leadership theories and principles and examines historical and contemporary examples of leadership. Focuses on developing a lifelong orientation to enhancing leadership skills and style.

- MHSA 8610 HEALTHCARE ECONOMICS 3-0-3
Exposure to an overview of the economics of health care at both the micro and macro levels utilizing a variety of conceptual and empirical models. Particular attention is given to the supply and demand of healthcare resources and the impact of those resources on a population in a market-driven, but government-regulated system. Healthcare production is studied with respect to distributional issues both in perfectly competitive and imperfect markets, and from both investor owned and not-for-profit perspectives.
- MHSA 8625 HEALTH INFORMATICS 3-0-3
A study of the disciplinary field that deals with the storage, retrieval, sharing, and optimal use of health-related information, data, and knowledge for problem solving and decision making in a variety of organizational settings.
- MHSA 8630 HEALTHCARE FINANCIAL MANAGEMENT 3-0-3
Prerequisite: MHSA 7300 or permission of instructor/department
Addresses the application of basic principles of corporate financial management in a health service organization. Emphasis is on making financial decisions that contribute to the long-term financial viability of the organization. Topics include time value techniques, risk and return analysis, capital acquisition, capital budgeting, and capital structure decision making.
- MHSA 8635 HEALTH POLITICS AND POLICY 3-0-3
Prerequisite: MHSA 8610 or permission of instructor/department
An overview of the policymaking process that results in the formulation of health policy in the public sphere. Topics considered include principles of public policy analysis, policy evaluation methods, and political environmental assessment techniques. Various domains of current health policy interest are also discussed.
- MHSA 8640 MANAGED HEALTH CARE 3-0-3
Investigation of the history and rationale for the development and growth of managed care as a legitimate system for healthcare delivery and financing. Included are data-based initiatives of managed care organizations, risk-based contracting, operational issues that impact MCOs on a daily basis, and other timely issues related to the continuing evolution of healthcare delivery.
- MHSA 8645 LONG TERM CARE ADMINISTRATION 3-0-3
Knowledge of issues particular to the care of residents and management of the environment in a long-term care setting. Topics studies elsewhere are synthesized into and made relevant to a long-term care setting. Emerging trends are investigated with particular emphasis on public policy issues and administrative law pertinent to this segment of healthcare delivery.
- MHSA 8650 OPERATIONS MANAGEMENT METHODS IN HEALTH CARE 3-0-3
Prerequisites: MHSA 8610, PUBH 7200
Application of various quantitative methods of analysis to support operations-based decision making within contemporary health services organizations.
- MHSA 8861 ORGANIZATION THEORY AND ORGANIZATIONAL BEHAVIOR IN HEALTH CARE 3-0-3
Introduction to the fields of organization theory and organizational behavior and their application to the management of health services organizations. Topics covered included organizational governance, design, and structure, organizational ethics, the role of managements as a professional within the health services organization, management interfaces with other health professionals, intra-organizational coordination and communication, the effective use of groups and teams, negotiation and conflicts managements, organizational power and politics, and initiation and management of organizational change.
- MHSA 8863 HEALTHCARE STRATEGIC MANAGEMENT AND MARKETING 3-0-3
Co-requisite(s): MHSA 8911 or MHSA 8912
Investigation of the strategic management function within contemporary health services organizations. Overview of organizational strategic planning processes, including principles and methods of strategic assessment, strategy formulation, evaluation, implementation, and control. Specific emphasis is given to the role and function of marketing strategy as part of the strategic implementation process. Capstone course requirement for all MHSA students.
- MHSA 8864 LEGAL ENVIRONMENT OF HEALTH CARE DECISION MAKING 3-0-3
Addresses the legal basis of healthcare decision making. The course is designed to give the student a working knowledge of tort law, contract law, and regulatory agencies and statutes pertinent to administrative functions in general, as well as health service organizations in particular.

- MHSA 8870 MANAGERIAL AND BIOMEDICAL ETHICS FOR HEALTH SERVICES ADMINISTRATION 3-0-3
 This course is designed to explore the theory of ethics and the principal frameworks for ethical decision-making within the context of health care organizations. Through case studies, discussion, and course readings, students will examine, critically analyze, and consider resolutions to both routine and unique bio-medical and managerial ethical dilemmas. The primary focus will be on applied ethics or "identifying and doing the right thing" in a variety of managerial situations.
- MHSA 8880 STRATEGIC MANAGEMENT OF HEALTH SERVICE ORGANIZATIONS I 3-0-3
Prerequisite: Permission of department/graduate coordinator.
 Investigation of the strategic management function within contemporary health services organizations. Students will develop an understanding of and apply the principles and methods of organizational strategic planning processes, including environmental assessment, strategy formulation, and strategy evaluation, and the role of marketing in strategic management. Part 1 of a 2-part capstone course sequence requirement for all MHSA students.
- MHSA 8890 STRATEGIC MANAGEMENT OF HEALTH SERVICES ORGANIZATIONS II 3-0-3
Pre-requisite/co-requisite: MHSA 8880
 This course will focus on the implementation phase of the strategic management process, including service delivery strategies, support activities, and action plans. The service delivery strategies will include pre-service, point-of-service, and after service functions. The support strategies will include organizational culture, structure, and the strategic management of financial, human, and technological resources. Integration of marketing tactics and strategies within the strategic management implementation process is also explored in detail. Part 2 of a 2-part capstone course sequence requirement for all MHSA students.
- MHSA 8900 INTERNSHIP/RESIDENCY IN HEALTH SERVICES ADMINISTRATION V-V-2
Prerequisite: Permission of Program Coordinator
 Completion of a structured experiential learning program under the auspices of a site-based and program-approved protocol. Students pursuing this option are required to complete their assigned duties/ responsibilities in a satisfactory fashion and prepare a post-experience report for program faculty evaluation. Graded on a S/U basis.
- MHSA 8911 HEALTH SERVICES ADMINISTRATION PRACTICUM I V-V-1
 This course, part of a two-semester sequence, provides the student with an opportunity to apply learned didactic concepts as well as obtain practical experience in a given area of health services administration. An experienced healthcare administrator serves as a preceptor while a faculty advisor monitors student progress and provides input leading to the presentation of the final product by the student in an open forum. Graded on an S or U basis.
- MHSA 8912 HEALTH SERVICES ADMINISTRATION PRACTICUM II V-V-1
Prerequisite or co-requisite: MHSA 8911
 This course, part of a two-semester sequence, provides the student with an opportunity to apply learned didactic concepts as well as obtain practical experience in a given area of health services administration. An experienced healthcare administrator serves as a preceptor while a faculty advisor monitors student progress and provides input leading to the presentation of the final product by the student in an open forum. Graded on an S or U basis.
- MHSA 8913 HEALTH SERVICES ADMINISTRATION PRACTICUM III V-V-3
Prerequisite: Admission to the MSN-MHSA dual degree
 This course provides the student an individualized, guided experience in healthcare administration with appropriate agencies and selected preceptors. This experience is designed to assist the student in synthesizing the knowledge gained in the classroom and applying this knowledge across multiple disciplines within the healthcare delivery system. Graded on S or U basis.
- MHSA 8920 HEALTH SERVICES ADMINISTRATION RESEARCH PRACTICUM V-V-2
Prerequisite: Permission of department/graduate coordinator
- MHSA 8921 LONG-TERM CARE PRACTICUM I V-V-1
 This two-semester sequence provides an opportunity to experience daily administrative functions working under the tutelage of a licensed nursing home administrator. An independent project dealing with the management of a long-term care facility is simultaneously completed working with an on-site supervisor as well as a faculty director. Graded on S or U basis.

MHSA 8922 LONG-TERM CARE PRACTICUM II V-V-1

This two-semester sequence provides an opportunity to experience daily administrative functions working under the tutelage of a licensed nursing home administrator. An independent project dealing with the management of a long-term care facility is simultaneously completed working with an on-site supervisor as well as a faculty director. Graded on S or U basis.

PUBLIC ADMINISTRATION

These courses are approved electives from Savannah State University and maybe used as part of the program of study for the MPH degree.

PADM 6830 HISTORY, SCOPE, AND PRACTICE OF PUBLIC ADMINISTRATION 3-0-3

An examination of the study and practice of public administration in the United States. It provides a historical account of the evolution and development of the field of public administration as a discipline and a profession.

PADM 6833 MANAGEMENT OF HUMAN RESOURCES 3-0-3

A comprehensive study of the organization, techniques, and theories of personnel management. The emphasis is on human resource and management and its role as a force in addressing the issues of social responsibility and economic equity. Topics include changing composition of the public service work force, affirmative action, comparable worth, position qualification, education and training needs, unions, collective bargaining, and rights of public employees.

PADM 6837 INTERGOVERNMENTAL RELATIONS 3-0-3

An examination of the interaction of federal, state, and local political systems in the development of public policy. Focus is on the reciprocal influences of local, state, and federal bureaucracies, the grant-in-aid system, revenue-sharing, and federal, state and local policy-making. Roles and responsibilities of federal, state, regional, and local systems are examined from the theoretical and practical perspectives. The course is oriented to urban governments and their interactions with other levels of government.

PADM 6838 INTRODUCTION TO PUBLIC POLICY 3-0-3

An introduction to the study of public policy, including theories of public policy and public choice theory. Focus is on understanding the public policy process at national, state, and local levels.

PADM 6858 SEMINAR IN CULTURAL DIVERSITY 3-0-3

This course provides the basic knowledge, skills, attitudes, and change strategies necessary to understand, value, and manage cultural diversity within organizations.

PUBLIC HEALTH

PUBH 5550G NUTRITION 3-0-3

Basic concepts of nutrition as major components to the enhancement of health.

PUBH 5555G HEALTH & HUMAN PERFORMANCE 3-0-3

Effects of physical activity on health enhancement and maintenance. Bioenergetics, physical assessment methods, equipment, and exercise prescription.

PUBH 5560G INTRODUCTION TO INTERNATIONAL HEALTH 3-0-3

Introduction of the application of public health and its relationship to other health disciplines in the field of international health.

PUBH 5565G STRATEGIES FOR THE PREVENTION OF CHEMICAL DEPENDENCY 3-0-3

Educational strategies and techniques related to prevention of chemical dependence.

PUBH 5570G WOMEN AND MINORITY HEALTH ISSUES 3-0-3

The exploration of public health issues concerning women and minorities.

PUBH 5575G HUMAN SEXUALITY 3-0-3

Fundamentals of the history of sexual beliefs, values and behavior, and health issues in the U.S.

PUBH 5580G HEALTH AND HUMAN DEVELOPMENT 3-0-3

Lifestyle and sociopolitical factors related to optimum health per age and groupings emphasized.

- PUBH 5600G HEALTHY WIGHT MGMT & BODY COMP 3-0-3
A survey of research and applications for methods of improving body composition with a focus on optimal health and physical performance. Students will investigate effective strategies for long-term changes in body fatness and lean body mass.
- PUBH 5800G EPIDEMIOLOGY OF CANCER 3-0-3
This course will examine the epidemiology of cancer in contemporary populations.
- PUBH 7100 FOUNDATIONS OF PUBLIC HEALTH, CONCEPTS AND ADMINISTRATION 3-0-3
Provides an overview of community and public health issues that involve an examination of the healthcare system in its entirety. Attention will be directed toward those historical and administrative features unique to the field of public health.
- PUBH 7110 EPIDEMIOLOGY 3-0-3
The study of distribution and determinants of health and disease in defined populations. Emphasis on the skills necessary to research, produce, utilize, and critique epidemiological literature.
- PUBH 7150 ENVIRONMENTAL HEALTH ISSUES 3-0-3
The study of the interface of environmental health issues, epidemiology, and risk assessment. This course will emphasize the nexus of population-based practice, environmental health, and the epidemiology of diseases.
- PUBH 7200 BIOSTATISTICS 2-1-3
Entry, analysis, and application of public health statistics. Descriptive and inferential analysis through multivariate linear models are addressed.
- PUBH 7210 PRINCIPLES OF POPULATION STUDIES 3-0-3
Introduces the student to current concepts in population studies and biodemography. Particular emphasis will be place on the interaction of population growth, environmental issues, and disease epidemiology.
- PUBH 7220 ZÖONOTIC AND VECTOR BORNE DISEASE EPIDEMIOLOGY 3-0-3
Prerequisite: PUBH 7200
Introduces the student to specific topics in zoonotic and vector-born disease epidemiology.
- PUBH 7300 SPIRITUALITY AND HEALTH ISSUES 3-0-3
Dimensions of spirituality and their effects on indices of health and illness.
- PUBH 7350 SELECTED TOPICS IN COMPLEMENTARY AND ALTERNATIVE HEALTH PRACTICES 3-0-3
This course will present an overview of selected practices from each of the five major domains of complementary and alternative wellness and health care: alternative medical systems, mind-body interventions, biologically based therapies, manipulative and body-based methods, and energy therapies.
- PUBH 7720 THEORY IN HEALTH EDUCATION 3-0-3
Individual and environmental variables causing opposing viewpoints regarding health education needs and concerns. Practical application of various theories is stressed.
- PUBH 7730 SELF-DIRECTED STUDENT RESEARCH V-V-(1-3)
Prerequisite: Permission of instructor/department
Students conduct studies relating to their professional interest and responsibilities under the direction of a graduate faculty advisor.
- PUBH 7760 SPECIAL TOPICS PUBLIC HEALTH 3-0-3
A study of selected issues in health.
- PUBH 7770 NUTRITION AND PUBLIC HEALTH 3-0-3
Prerequisite: PUBH 5550
The relationship of human nutrition to public health.
- PUBH 8710 RESEARCH METHODS 3-0-3
Acquisition of skills necessary to develop research proposals.

- PUBH 8720 HEALTH PROMOTION IN THE WORKSITE 3-0-3
Risk assessment, program planning, implementation and evaluation of factors which impact health status in various worksites such as schools, corporations, and hospitals. Data extrapolation and model selection emphasized via case structure.
- PUBH 8730 HEALTH COMMUNICATIONS 3-0-3
This course provides a broad introduction to communication theory, media and health literacy, and cultural competence.
- PUBH 8745 METHODS OF HEALTH PROMOTION 3-0-3
This course surveys current methods for designing educational strategies in health promotion programs. Students will have the opportunity to develop health education curricula, design program materials, and practice instructional techniques within the context of public health promotion. Students will learn to develop culturally sensitive and ability-appropriate materials that recognize the ecological context of health behavior change.
- PUBH 8750 HEALTH/ILLNESS CONTINUUM 3-0-3
The enhancement of health and elimination of illness from the perspective of different, interacting continua rather than one continuum.
- PUBH 8760 ADVANCED EPIDEMIOLOGY 3-0-3
Prerequisites: PUBH 7200 and PUBH 7110
A wide array of advanced epidemiological techniques for the study of risk factors and disease relationships.
- PUBH 8780 CRITICAL READINGS IN WOMEN'S HEALTH 3-0-3
This advanced seminar provides for in-depth examination of critical issues in women's health. Topic areas include: intersection of race, class, gender; gender and health inequalities; women's health in a global context; and violence, gender and the media
- PUBH 8861 PUBLIC HEALTH MANAGEMENT 3-0-3
A comprehensive review of the knowledge and skills required to effectively manage public health organizations and programs.
- PUBH 8890 PUBLIC HEALTH PLANNING AND EVALUATION 3-0-3
Prerequisites: PUBH 7100, PUBH 7110, PUBH 7720, and PUBH 8710
Fundamentals needed to plan and evaluate public health programs including needs assessment, behavioral and educational diagnosis, administrative diagnosis, objective writing, and process impact and outcome evaluation methods.
- PUBH 8900 PUBLIC HEALTH PRACTICUM V-V-(1-4)
The application of skills, concepts, and theories in a chosen public health setting. Graded on a S or U basis.
- PUBH 8910 THESIS V-V-(1-6)
Prerequisite: Permission of program coordinator
The student will identify and develop a research study in an area of interest in health. Graded on a S or U basis.
- PUBH 8920 PUBLIC HEALTH PRACTICUM I V-V-(1-3)
Prerequisite: Permission of instructor/department head
The student will accomplish preliminary aspects of the practicum including survey design and IRB approval as needed. The first three chapters of the practicum report will be written during this time. The student will be on-site as appropriate. Graded on an S or U basis.
- PUBH 8930 PUBLIC HEALTH PRACTICUM II V-V-(1-3)
Prerequisite: PUBH 8920
The student will complete the practicum including data collection and analysis as appropriate. The practicum report will be completed during this time. The student will be on-site as appropriate. Graded on an S or U basis.
- SPORTS MEDICINE**
- SMED 5005G MUSCULOSKELETAL BASIS OF EXERCISE 3-0-3
Prerequisite: Permission of the instructor.
Anatomical principles of the musculoskeletal system as related to human movement and sports medicine.

- SMED 5015G ASSESSMENT AND EVALUATION OF MUSCULOSKELETAL INJURIES 3-0-3
Prerequisite/co-requisite: SMED 5005.
 Fundamental skills of athletic training assessment and evaluation including basic examination, acute care, and documentation for patients with athletically related injuries or illnesses. Emphasis is placed on musculoskeletal disorders. Case studies will link the material presented in this course with other courses taught concurrently.
- SMED 5050G PHARMACOLOGY OF SPORTS MEDICINE INJURY AND ILLNESS 3-0-3
Prerequisite: Permission of instructor.
 Basic understanding of pharmacology and the drugs commonly used in physical medicine and exercise.
- SMED 5055G PATHOPHYSIOLOGY OF SPORTS MEDICINE INJURY AND ILLNESS 2-0-2
Prerequisite: Permission of instructor.
 Examines mechanisms responsible for disease processes and subsequent care of illness associated with the participation in physical activity.
- SMED 5060G PHYSIOLOGICAL FOUNDATIONS OF SPORT & PHYSICAL ACTIVITY 3-0-3
 The scientific bases of sports training and the physiological adaptations necessary in specific athletic activities.
- SMED 5070G THEORY AND METHODOLOGY OF STRENGTH AND CONDITIONING 2-2-3
 The efficacy of methods and models of sports training in activities requiring intensive strength and conditioning programs.
- SMED 5090G NUTRITIONAL ISSUES IN SPORTS MEDICINE 3-0-3
 Impact of various nutritional regimens on performance and recovery in athletics.
- SMED 5005G MUSCULOSKELETAL BASIS OF EXERCISE 3-0-3
Prerequisite: permission of instructor.
 Anatomical principles of the musculoskeletal system as related to human movement and sports medicine.
- SMED 5940G INTERNSHIP IN STRENGTH AND CONDITIONING V-V-(1-3)
 Supervised instruction in strength and conditioning techniques.
- SMED 5945G INTERNSHIP IN SPORTS MEDICINE I V-V-(1-3)
Prerequisite: Permission of instructor
 May be taken for repeat credit. On-site clinical experiences closely supervised by university faculty and facility instructors in the wellness/health promotion, adult fitness or cardiac rehabilitation settings; weekly seminars will address current clinical issues in the selected population.
- SMED 5600G HEALTHY WEIGHT MGMT & BODY COMP 3-0-3
 A survey of research and applications for methods of improving body composition with a focus on optimal health and physical performance. Students will investigate effective strategies for long-term changes in body fatness and lean body mass.
- SMED 6080 PERFORMANCE EVALUATION AND EXERCISE TESTING 1-4-3
Prerequisite: PE1/SMED 5060
 Study of laboratory and field-based techniques, using biomedical instrumentation, for assessment of physiological responses. Effective appraisal and exercise prescription in various populations is emphasized.
- SMED 7010 INJURY PREVENTION AND RISK MANAGEMENT IN SPORTS MEDICINE 3-0-3
 Study of methods and techniques used in injury prevention and risk management in the sport setting, community based programs, and occupational settings. An epidemiological perspective and case studies will be used throughout the course.
- SMED 7050 DRUGS AND ERGOGENIC AIDS IN SPORTS MEDICINE 3-0-3
 Efficacy and safety of drugs and performance-enhancing supplements in athletics.
- SMED 7400 BIOMECHANICAL ANALYSIS OF HUMAN MOVEMENT AND MUSCULOSKELETAL INJURY 3-0-3
 Mechanical principles and qualitative movement analysis applied to understanding mechanism, treatment, and prevention of musculoskeletal injury. Application of biomechanical principles to integrate joint mechanics with a systems approach to prevent injury and optimize human performance. Case studies will be used throughout the course.

- SMED 7700 SELF-DIRECTED STUDENT RESEARCH IN SPORTS MEDICINE V-V-(1-3)
Students conduct studies relating to their professional interest and responsibilities under the direction of a graduate faculty advisor.
- SMED 7800 PSYCHOSOCIAL ISSUES IN SPORTS MEDICINE AND PHYSICAL ACTIVITY 3-0-3
Psychological and sociological factor impacting the various aspects of sports medicine and physical activity.
- SMED 7990 SPECIAL TOPICS IN SPORTS MEDICINE 3-0-3
Organized around current issues and selected topics in sports medicine, this course is designed as an individual offering to meet specific program goals. Special assignments, agreed to by an advisor, may be used to provide a unique experience in an educational setting consistent with the student's professional objectives and program focus.
- SMED 8050 BIOENERGETICS OF SPORT PERFORMANCE 3-0-3
Biochemistry of energy production and substrate utilization in exercise and sport training.
- SMED 8100 ORGANIZATIONAL LEADERSHIP IN SPORTS MEDICINE 3-0-3
Study of the knowledge, skills, and values required to develop, lead, administer, and manage a healthcare facility and associated venues providing for sports medicine services. Case studies will be used throughout the course.
- SMED 8475 INTERNSHIP IN SPORTS MEDICINE V-V-(1-3)
Prerequisite: Permission of instructor
May be taken for repeat credit. Individualized work experiences in the area of sport leadership and administration under the close supervision of an on-site facility administrator.
- SMED 8810 CARDIOVASCULAR PATHOPHYSIOLOGY, EXERCISE, AND REHABILITATION 2-2-3
Prerequisite: SMED 8010
The physiology and disease process specific to the cardiovascular system. Exercise and rehabilitative mechanisms will be discussed. Case studies will be used throughout the course.
- SMED 8900 THESIS/PROFESSIONAL PROJECT IN SPORTS MEDICINE I V-V-(1-3)
Planning and conducting an original research project as a group project or an individual thesis supervised by the student's thesis committee or students' project advisor.
- SMED 8910 THESIS/PROFESSIONAL PROJECT IN SPORTS MEDICINE II V-V-(1-3)
Completing and presenting an original research project as a group project or an individual thesis supervised by the student's thesis committee or student's project advisor.

Nursing

Camille Stern, Department Head
Anita Nivens, Graduate Coordinator

Master of Science - Nursing

Adult Clinical Nurse Specialist

Adult Nurse Practitioner

Advanced Practice Nursing

Clinical Nurse Leader

Nursing Administration

The primary focus of AASU is to serve the needs of a specific region in the areas of instruction, research, and service. Consistent with this focus, the mission of the graduate program in nursing at AASU is to educate master's-prepared nurses who are able to meet the evolving health needs of populations. This mission is accomplished through a multi-faceted approach which incorporates education, research, and service.

The graduate program is committed to educational preparation of masters prepared nurses to address the nursing needs of southeast Georgia. Toward this end, students are actively recruited from this region. It is the faculty's belief that students who live, work, and are educated in the region will be more likely to remain after graduation, thereby filling vital healthcare needs.

The faculty also believes that education is a lifelong process and that students must participate actively in the learning process. Quality teaching, as a part of academic excellence, and positive faculty/student interactions are imperative for the development of caring and knowledgeable nurses. Teaching is enhanced by the faculty participation in practice, continuing education, and mentoring. The improvement of teaching is a continuing process which reflects a commitment to excellence by both administration and faculty.

Research activities sponsored or guided by the graduate program in nursing are directly responsive to regional needs. Consistent with the university's position, applied research is the predominate, although not exclusive, focus of nursing research projects. Exploring regional healthcare needs; evaluating the effectiveness of clinical therapeutic nursing interventions or programs which were created to meet identified needs; and analysis of healthcare delivery issues are examples of research projects which are supported.

The service mission is met in a variety of ways, including professional practice, consultation, and collaboration. The nursing faculty serve as resource persons to the university, the community, and clinical agencies. Relationships among the university, the community, and clinical agencies which are forged and maintained through these types of activities are vital to the advancement of nursing care, and to the improvement of health in the region.

The foundation of these beliefs is the value placed on the holistic nature of human beings, concern for the quality of human life and concerns that people have about health. Consistent with the mission of the university, the educational objectives for the Master of Science in Nursing Program are as follows:

1. Utilize critical thinking for the development of creative solutions to nursing and health care problems.
2. Utilize effective leadership strategies within interdisciplinary teams to improve the healthcare delivery system.
3. Design and evaluate research for evidence-based nursing practice.
4. Demonstrate effective therapeutic and professional communication that reflects an integration of communication principles.
5. Develop personal and professional behaviors for advanced practice nursing roles.
6. Formulate nursing strategies that are responsive to needs of diverse populations in a variety of settings.

Criminal Background Checks

Clinical agencies utilized by the Department of Nursing may require criminal background checks and/or drug testing prior to acceptance of the student into clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend clinical courses and therefore may be unable to complete their program of study. Any fees or cost associated with background checks and/or drug testing are the responsibility of the student.

I. Admissions Standards

The admission standards listed below are applicable to students in all tracks.

A. Prerequisites

1. Undergraduate elementary statistics or a statistics oriented methodology course
2. Current Georgia license to practice nursing
3. One year work experience in nursing preferred
4. Pre-admission interview preferred
5. Basic knowledge of computer operations strongly recommended
6. Undergraduate health appraisal/physical assessment course (for Adult CNS, NP, and CNL tracks)

B. Regular Admission

1. Completed requirements for a baccalaureate degree from a regionally-accredited institution
2. An undergraduate major in nursing
3. Preference is given to those students from nationally-accredited baccalaureate programs or one approved by the graduate nursing program committee.
4. A 2.5 overall grade point average or higher on all undergraduate work
5. A score of no less than 450 on the verbal section and 450 on the quantitative or the analytical section of the Graduate Record Examination (GRE) or a scaled score of 402 on the Miller Analogies Test (MAT).
6. The following documents are required for admission to the MSN Program:

Letter of Intent,	Copy of current CPR certification,
Three letters of recommendation,	Health appraisal form, and
Proof of Georgia RN licensure,	Copy of current health/medical insurance
Proof of current liability insurance,	

C. Provisional Admission

1. Completed requirements for a baccalaureate degree from a regionally-accredited institution.
2. An undergraduate major in nursing.
3. Preference is given to those students from nationally-accredited baccalaureate programs or one approved by the graduate nursing program committee.
4. Provisional admission may be granted with no less than 450 on the verbal section and 350 on the quantitative section or analytical section of the GRE or a scaled score of 389 or higher on the MAT accompanied by a better than 2.5 overall undergraduate grade point average.
5. The following documents are required for admission to the MSN Program: Letter of Intent, three letters of recommendation, proof of Georgia RN licensure, proof of current liability insurance, copy of current CPR certification, health appraisal form, and copy of current health/medical insurance
6. A student may take no more than nine semester hours which have been determined by the program. The student will be reclassified to regular degree status if each approved course is completed with a grade of no less than a B.

D. Transfer Credit

Students enrolled under regular admission may have transcripts evaluated for a maximum of six semester hours from a regionally-accredited graduate program.

E. Advanced Practice Nursing Students

To be considered for admission to this track, students must submit proof of current nurse practitioner certification by a nationally recognized certifying organization for nurse practitioners. Proof of certification may be used to satisfy requirements for the major clinical courses.

F. Nurse Practitioner Students

Admission to the adult nurse practitioner track is based on meeting all requirements for admission to the graduate program and as space is available.

G. Post-Master's Certificates

Students with previously earned Master of Science in nursing degrees may apply for admission to earn a post-master's certificate. Students must complete all program requirements for an earned graduate nursing degree before enrolling in a post-master's certificate program of study. Admission is on a space available basis. A program of study must be submitted to the Office of Graduate Studies.

II. Standards of Progression and Graduation

- A. Each student is responsible for reading and following the policies outlined in the Student Handbook.
- B. Students are responsible for submitting all documents required for program admission and progression in the graduate nursing program. This includes, but is not limited to, the annual updates necessary for verification of licensure, liability insurance, CPR certification, and annual health appraisal. Students will be informed by notice of approaching document expiration dates and may be administratively withdrawn from courses if not current.
- C. Students may not register for thesis, project, or practicum course hours until all incomplete grades have been removed from their transcript. Students must register for thesis or project hours every semester in which faculty or university resources are utilized toward completion of the thesis or project.
- D. Students enrolled in the MSN program must complete a three credit hour project or the six credit hour thesis option. All degree requirements must be completed within seven years.
- E. Students must satisfactorily pass a comprehensive assessment in their final semester of study in order to complete degree requirements. If determined by the student's committee, the defense of the thesis or project may be considered as the comprehensive assessment.
- F. The student must apply for graduation two semesters before the date of graduation. A program of study, signed by the advisor and program coordinator, and the application for graduation must be forwarded to the Office of Graduate Studies.
- G. If any change in the approved program of study is required, an amended program of study, signed by the student and advisor, must be submitted to the School of Graduate Studies. Students who earn a C in any **required** nursing course should meet with their academic advisor (and other appropriate professors) to develop and educational prescription to enhance future chances for success. The written prescription will be sent to the student and program coordinator and placed in the student's file. **A student who earns two C's will be required to retake one of the courses.** Any student who earns a D or F, or a **third C** will be dismissed from the program.

H. Students enrolled in a post-master's certificate program of study must follow the policies and procedures of the graduate program in nursing.

III. Programs of Study

ADULT HEALTH CLINICAL NURSE SPECIALIST

The objective of the Clinical Nurse Specialist Program is to provide the registered nurse with the knowledge and skills for advanced practice as an expert clinician and client advocate for the adult population. Specifically, the student will have the ability to provide direct client care, including assessing, diagnosing, planning, and prescribing pharmacologic and non-pharmacologic treatment of health problems, health promotion and preventive care. Additionally, the student will understand the sub-roles of expert clinician, leader, educator, consultant, researcher, and change agent in a dynamic and ever-changing healthcare environment.

A. Core Courses (12 semester hours)

NURS 7750	Theory Development in Nursing.....	3
NURS 7752	Research Design in Nursing.....	3
NURS 7754	Professional Roles: Issues and Concerns	3
NURS 7756	Health Policy Concerns in Delivery Systems.....	3

B. Support Courses (11 semester hours)

NURS 6600	Epidemiology Foundations for Nursing Interventions	2-3
NURS 7740	Advanced Health Assessment	3
NURS 7741	Advanced Pathophysiology.....	3
NURS 7767	Advanced Pharmacotherapeutics	3

C. Major Courses (14 semester hours)

NURS 8851	Adult CNS I.....	3
NURS 8852	Adult CNS II.....	4
NURS 8853	Adult CNS III: Practicum	4
NURS 8897	Project.....	3

D. Optional Courses

NURS 8895	Independent Study	3
NURS 8896	Selected Topics in Nursing.....	3
NURS 8899	Thesis.....	6

Total..... 37

NURSING ADMINISTRATION

The Master of Science in Nursing degree with a major in Nursing Administration prepares nurses to assume increasingly demanding responsibilities in managing the delivery of health care in various settings. Based on theoretical foundations, the curriculum focuses on the practical application of leadership and management in the delivery of health care. Didactic and care-based approaches offer the student multiple opportunities to synthesize the body of nursing knowledge and managerial precepts appropriate to current health care organizations. Emphasis is placed on organizational behavior, financial management, and the nurse's ability to impact the process of developing public policy.

The rapidly evolving healthcare system provides a dynamic venue for professional development. Managerial expertise, with applied leadership skills, is essential at all levels of the organization. The Nursing Administration tract at Armstrong Atlantic State University prepares nurses who have demonstrated clinical expertise to expand their roles to excel as leaders and administration at the advanced level.

A. Core Courses (12 semester hours)

NURS 7750	Theory Development in Nursing.....	3
NURS 7752	Research Design in Nursing.....	3
NURS 7754	Professional Roles: Issues & Concerns	3
NURS 7756	Health Policy Concerns in Delivery Systems	3

B. Major Courses (24 semester hours)

NURS 8868	Health Information Systems.....	3
NURS 8861	Foundations of Nursing Administration	3
NURS 8862	Financial Management for Nurse Administrators	3

NURS 8864 Legal/Ethical Nursing Administrative
Issues

NURS 8865 Nursing Administration Practicum ..

NURS 8866 Marketing In Nursing Admin

NURS 8868 Health Information Systems

NURS 8897 Project.....

Elective (Approved at 7000 or 8000 level
in a related health discipline

C. Optional Courses

NURS 8895 Independent Study

NURS 8896 Selected Topics in Nursing.....

NURS 8899 Thesis.....

Total..... 36

ADULT NURSE PRACTITIONER

The Adult Nurse Practitioner (ANP) track prepares advanced practice nurses capable of providing primary health care to diverse clients in a variety of settings. Graduate nursing core courses are foundational to exploration and synthesis of theoretical and evidence based approaches to advanced nursing practice. Opportunities to precept in clinical practice with experienced clinicians allow ANP students to integrate knowledge of advanced physical assessment, pharmacotherapeutics, and varied aspects of client care. ANP graduates are eligible to take national certification exams as an ANP.

A. Core Courses (12 semester hours)

NURS 7750	Theory Development in Nursing.....	3
NURS 7752	Research Design in Nursing.....	3
NURS 7754	Professional Roles: Issues & Concerns	3
NURS 7756	Health Policy Concerns in Delivery Systems	3

B. Support Courses (11 semester hours)

NURS 6600	Epidemiology Foundations for Nursing Interventions	2-3
NURS 7740	Advanced Physical Assessment	3
NURS 7741	Advanced Pathophysiology.....	3
NURS 7767	Advanced Pharmacotherapeutics	3

C. Major Courses (22 semester hours)

NURS 8841	Adult Primary Health Care I.....	5
NURS 8842	Adult Primary Health Care II.....	5
NURS 8843	Gerontological Concepts.....	3
NURS 8844	Adult Primary Health Care III	6
NURS 8897	Project.....	3

D. Optional Courses

NURS 8895	Independent Study	3
NURS 8896	Selected Topics in Nursing	3
NURS 8899	Thesis.....	6

Total..... 45

ADVANCED PRACTICE NURSING

The Advanced Practice Nursing track affords currently certified nurse practitioners the opportunity to satisfy requirements for the major clinical courses in the Master’s of Science in Nursing degree by virtue of nurse practitioner certification. Students are able to integrate advanced practice experiences with knowledge of theoretical and evidence based approaches to care.

A. Core Courses (12 semester hours)

NURS 7750	Theory Development in Nursing.....	3
NURS 7752	Research Design in Nursing.....	3
NURS 7754	Professional Roles: Issues & Concerns	3
NURS 7756	Health Policy Concerns in Delivery Systems.....	3

B. Support Courses (11 semester hours)

NURS 6600	Epidemiology Foundations for Nursing Intervention.....	2-3
NURS 7741	Advanced Pathophysiology.....	3
NURS 7767	Advanced Pharmacotherapeutics	3
	and	
NURS 8863	Marketing.....	3
	or	
NURS 8864	Legal and Ethical Nursing.....	3

C. Major Courses (12 semester hours)

NURS 8896*	Selected Topics in Nursing: Advanced Nursing Practice I.....	3
NURS 8896*	Selected Topics in Nursing: Advanced Nursing Practice II.....	3
NURS 8896*	Selected Topics in Nursing: Advanced Nursing Practice III.....	3
NURS 8897	Project.....	3

*Current national certification may substitute for these courses.

D. Optional Courses

NURS 8895	Independent Study	3
NURS 8899	Thesis.....	6

Total..... 35

CLINICAL NURSE LEADER

The Clinical Nurse Leader Track prepares a generalist clinician at the master’s degree level. The major thrust of the CNL role is collaboration with other members of the interdisciplinary healthcare team and lateral integration of care. The CNL has specialized knowledge in horizontal leadership and is accountable for the development and implementation of an effective program to promote quality of care provided to patients in the facility. The CNL has accountability for the care provided by self and others whom care is delegated.

A. Core Courses (9 semester hours)

NURS 7750	Theory Development in Nursing.....	3
NURS 7752	Research Design in Nursing.....	3

NURS 7756	Health Policy Concerns in Delivery Systems.....	3
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B. Support Courses (11 semester hours)

NURS 6600	Epidemiology Foundations for Nursing Interventions	2
NURS 7740	Advanced Health Assessment	3
NURS 7741	Advanced Pathophysiology.....	3
NURS 7767	Advanced Pharmacotherapeutics	3

C. Major Courses (12-15 semester hours)		
NURS 8820	Clinical Nurse Leader I.....	4
NURS 8821	Clinical Nurse Leader II	5
NURS 8897	Project.....	3
or		
NURS 8899	Thesis.....	6
Total.....		32-35

RN's with Baccalaureate Degrees in another Field or Discipline

Registered nurses with baccalaureate degrees in another field or discipline may be eligible to apply directly for admission to the graduate program in nursing. Undergraduate nursing courses will be required in the student's program of study in order to provide a strong foundation in professional skills and concepts necessary to bridge into the graduate nursing courses. Each applicant's transcripts will be reviewed individually in order to select the appropriate courses for the transition into graduate nursing courses. The required additional courses will be selected based on:

- Undergraduate or graduate course in research design or methodology
- Experiential base of nursing practice
- Community-based nursing course and/or practice

Additionally, students interested in pursuing adult clinical nurse specialist or adult nurse practitioner majors are required to have completed an undergraduate level physical assessment course, or to successfully complete:

NURS 4004 Health Assessment (2-3-3)

[RN Options Track](#)

The Department of Nursing at AASU offers an innovative option for registered nurses. This special track allows RN students with a diploma or associate's degree in nursing to enter and progress in the RN Options track before selecting their degree objective. Students may choose the BSN Option and complete nursing requirements for a baccalaureate degree (BSN), or students may select the MSN Option and pursue a master of science in nursing degree (MSN). Upon completion of degree requirements for the master of science in nursing, the BSN degree is awarded concurrently. The RN Options track is designed to meet the needs of the registered nurse whose dedication to lifelong learning demands the attainment of formal advanced education in a progressive environment. Full and part-time study is available.

I. Admissions Standards — RN Options

A. Admission to RN Options Track

1. Regular undergraduate admission to AASU (RN students may choose to pursue graduate admission for the RN Options track. See MSN Option Admission criteria below).
2. A separate application form is required for undergraduate RN Options admission (these forms may be obtained in the Department of Nursing Office).
3. A minimum overall GPA of 2.5 on all prerequisite course work attempted.
4. RN applicants must submit a copy of current Georgia license.

Admitted students must meet specific criteria and complete all necessary prerequisite courses before they are eligible to enroll in nursing major courses. Core course work of 60 credits is required.

B. Admission Information for the MSN Option

MSN Option students are not eligible for non-degree graduate nursing admission status.

Please refer to Graduate Nursing Program for full listing of prerequisite and admission requirements. The prerequisites and admission requirements are as follows:

1. Complete and submit School of Graduate Studies application.
2. Successful progression in RN Options courses
3. Completion of AASU core curriculum requirements
4. One year of clinical nursing practice prior to admission to the MSN Option
5. Three letters of recommendation

6. The GRE or MAT exam must be taken prior to entry into the MSN Option. Eligibility for regular or provisional degree-seeking admission must be demonstrated.

C. Regular Degree-Seeking Graduate Nursing Admission

1. A 2.5 (4.0 scale) overall grade point average or higher on all undergraduate work.
2. Scores of no less than 450 on the verbal section and 450 on the quantitative or the analytical section of the Graduate Records Exam (GRE) or a scaled score of 402 or higher on the Miller Analogies Test (MAT).
3. All requirements for regular admission are applicable.

D. Provisional Degree-Seeking Graduate Nursing

Admission

1. A 2.5 (4.0 scale) overall grade point average or higher on all undergraduate work.
2. Scores of no less than 450 on the verbal section and 350 on the quantitative or the analytical section of the Graduate Records Exam (GRE) or a scaled score of 386 or higher on the Miller Analogies Test (MAT).
3. All requirements for provisional admission are applicable.
4. Provisionally admitted students may not take more than nine semester hours of approved courses to apply toward the MSN degree.

The Georgia RN-BSN Articulation Model

Advanced Placement through Validation of Previous Learning

The AASU Department of Nursing has adopted the Georgia RN-BSN Articulation Model as its basis for accepting RNs into the RN Options track. The purpose of the model is to enable registered nurses to advance their education, minimizing duplication of knowledge and skills and/or loss of credit while maintaining the integrity of the educational process and the autonomy of participating programs. The registered nurse may receive advanced placement in the RN Options track by applying previous credits from basic nursing courses toward the BSN degree. All required science courses must be completed before enrollment in courses with a clinical component. RN applicants who graduated more than four years before admission to the BSN program will need to validate current nursing practice. Interested RNs must seek faculty advisement before deciding to enroll in required AASU core curriculum courses. Thirty-three hours of previously earned undergraduate nursing credit will be placed on the RN student's transcript after successful completion of six RN Options credit hours.

All ADN and Diploma Graduates of Nursing Programs in Georgia or Nationally-Accredited Programs in U.S. Outside Georgia

- 0-4 years after graduation:
 - No testing required*
- More than four years after graduation with more than 1,000 clinical practice hours in previous three years:
 - No testing required*
- More than four years after graduation with less than 1000 clinical practice hours in previous three years:
 - NLN Mobility Profile II Test required

* Written validation of clinical practice hours in previous three years clinical practice required

All ADN and Diploma Graduates of Non-Accredited Programs Outside Georgia

NLN Mobility Profile II Test is required. The NLN Mobility Profile II consists of three exams that validate thirty-seven hours of general nursing knowledge in the care of the adult client, the childbearing client and the child, and the client with mental disorders. The exams are administered each semester. NMP II information brochures and applications are available in the Department of Nursing.

II. Standards of Progression and Graduation — RN Options

- A. A grade of C or better must be earned in each nursing course.
- B. students earning a grade lower than C in one nursing course must meet with the RNO Adviser to review the student's program of study. Before progressing in the program, the student must repeat the failed course at the next offering on a space available basis. The repeated course may be taken concurrently with a non-sequential course. No more than one nursing course may be repeated. Students earning a grade lower than C in two nursing courses will be dismissed from the program.
- C. An overall grade point average of 2.0 is required in 3000-4000 level nursing courses in order to continue progression in the RN Options Program. Following admission to the graduate program in nursing, a grade point average of 3.0 must be maintained in order to avoid being placed on academic probation.

- D. The following documents must be maintained on file in the Department of Nursing, and updated annually:
- Verification of licensure as a registered nurse in Georgia
 - Current health appraisal
 - CPR certification
 - Liability insurance
 - Health insurance
- E. The Regents’ Test must be taken in the semester after completion of sixty semester credit hours. All students must have passed the Regents’ Test before they enter their last semester of 3000-4000 level courses. Students must have successfully completed the Regents’ Test before enrolling in nursing courses at the 5000 level or higher.
- Students must complete all 3000-4000 level nursing course requirements in four or less years from the date of registration of the initial nursing course. Additionally, students must complete all 6000-8000 level nursing course requirements in seven years or less from the date of registration of the first 6500 level nursing course.
- F. Each student is responsible for reading and following the policies outlined in the Student Handbook.
- G. All RN students must be prepared to demonstrate proof of licensure as a registered nurse upon request.

III. Program of Study — RN Options

RN: MSN OPTION

A. General Requirements (60 semester hours)

Area A9

ENGL 1101, ENGL 1102 or ENGL 1101H6

MATH 11113

Area B 4-5

Ethics and Values 2-3

Global Perspectives 2-3

Area C6

ENGL 2100 or 2100H, PHIL 2201, PHIL 2251 .3

ARTS 1100, APAP/MUSC 1270, ARHS 2710,

ARHA 2720, MUSC 1100, THEA 1100,

THEA 1200, THEA 2410.....3

Area D11

CHEM 1151/1152 (and labs) or

PHYS 1111/1112 (and labs) or

PHYS 2171/2172 (and labs) or

BIOL 1107/1108 (and labs)8

MATH 22003

Area E12

HIST 1111, HIST 1112 or HIST 1112H.....3

HIST/POLS 1100.....3

One of the following courses:

ANTH 1102, ECON 2105, ECON 2106,

PSYC 1101 or PSYC 1101H, SOCI 11013

One of the following courses:

ANTH 1102, ECON 2105, ECON 2106,

GEOG 2120, GWST 1101, HIST 1111,

HIST 1112 or HIST 1112H, HIST 2111,

HIST 2112, POLS 2100, PSYC 1101 or

PSYC 1101H, SOCI 11013

Area F18

BIOL 2081, BIOL 2082 8

BIOL 2275.....4

Two of the following:

PSYC 1101, PSYC 2950, SOCI 11016

B. Physical Education3

C. Advanced RN Placement33**

** Credit will be awarded after successful completion of seven RN Options credit hours for the following courses: NURS 3345; NURS 3355; NURS 3425; NURS 4435; NURS 4345; NURS 4460; NURS 4490

D. RN Options Courses (25 semester hours)

NURS 4000 Professional Nursing Practice 3

NURS 4002 Leadership and Management for Professional Nurses 3

NURS 4003 Health Care Systems and Policy 3

NURS 4004 Health Assessment..... 3

NURS 4005 Population Focused Community Nursing in Global Society..... 5

NURS 4007 Culture and Families..... 2

NURS 4008 Pathophysiology/Pharmacology 3

NURS 4445 Nursing Research..... 3

E. MSN Tracks

Adult Clinical Nurse Specialist 38

Adult Nurse Practitioner..... 45

Advanced Practice Nursing 36

Clinical Nurse Leader..... 32

Nursing Administration 36

Post-Master's Certificates

Adult Health Clinical Nurse Specialist Post-Master's Certificate

I. Admission Standards

- A. Students with previously earned Master of Science in nursing may apply for admission to earn a post master's certificate. A program of study must be submitted to the Office of Graduate Studies.
- B. A student must be admitted to the School of Graduate Studies on a degree or limited admission basis.

II. Standards of Progression and Completion

- A. Each student will file a program of study with the School of Graduate Studies.
- B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.

III. Program of Study

A. Support Courses (11 semester hours)

NURS 6600	Epidemiology Foundations for Nursing Interventions	2-3
NURS 7740	Advanced Health Assessment	3
NURS 7741	Advanced Pathophysiology.....	3
NURS 7767	Advanced Pharmacotherapeutics	3

B. Major Courses (11 semester hours)

NURS 8851	Adult CNS I.....	3
NURS 8852	Adult CNS II.....	4
NURS 8853	Adult CNS III Practicum	4

C. Optional Courses

NURS 8895	Independent Study	3
NURS 8896	Selected Topics in Nursing.....	3

Total.....22

Nursing Administration Post-Master's Certificate

I. Admission Standards

- A. Students with previously earned Master of Science in nursing degrees may apply for admission to earn a post-master's certificate. A program of study must be submitted to the Office of Graduate Studies.
- B. A student must be admitted to the School of Graduate Studies on a degree or limited admission basis.

II. Standards of Progression and Completion

- A. Each student will file a program of study with the School of Graduate Studies.
- B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.

III. Program of Study

A. Major Courses (21 semester hours)

NURS 8861	Foundations of Nursing Administration.....	3
NURS 8862	Financial Management for Nurse Administration	3
NURS 8863	Marketing.....	3
NURS 8864	Legal and Ethical Nursing.....	3

NURS 8865	Nursing Administration Practicum	3
	Elective (Approved at 7000 or 8000 level in a related health discipline).....	3
NURS 8868	Health Information Systems	3

B. Optional Courses

NURS 8895	Independent Study	3
NURS 8896	Selected Topics in Nursing.....	3

Total.....21

Adult Nurse Practitioner Post-Master's Certificate

I. Admission Standards

- A. Students with previously earned Master of Science in nursing may apply for admission to earn a post master's certificate. A program of study must be submitted to the Office of Graduate Studies.
- B. A student must be admitted to the School of Graduate Studies on a degree or limited admission basis.

II. Standards of Progression and Completion

- A. Each student will file a program of study with the School of Graduate Studies.
- B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.

III. Program of Study

A. Support Courses (11 semester hours)		NURS 8842	Adult Primary Health Care II.....	5
NURS 6600	Epidemiology Foundations for Nursing Interventions	NURS 8843	Gerontological Concepts.....	3
		NURS 8844	Adult Primary Health Care III	6
NURS 7740	Advanced Physical Assessment	C. Optional Courses		
NURS 7741	Advanced Pathophysiology.....	NURS 8895	Independent Study	3
NURS 7767	Advanced Pharmacotherapeutics	NURS 8896	Selected Topics in Nursing.....	3
B. Major Courses (19 semester hours)		Total.....		
NURS 8841	Adult Primary Health Care I.....	30		

Pediatric Nurse Practitioner Post-Master's Certificate

The Pediatric Nurse Practitioner (PNP) Post-Master's certificate program is designed to prepare advanced practice nurses with clinical nursing master's degrees to provide primary pediatric health care to diverse clients in a variety of settings. Opportunities to precept in clinical practice with experienced clinicians allow PNP students to integrate knowledge of advanced physical assessment, pharmacotherapeutics and varied aspects of client care. PNP post-master's certificate graduates are eligible to take national certification exams with American Nurses Credentialing Center as a PNP.

I. Admission Standards

- A. Students with a previously earned master of science in a clinical nursing degree may apply for admission to earn a post master's certificate. A program of study must be submitted to the Office of Graduate Studies.
- B. A student must be admitted to the School of Graduate Studies on a degree or limited basis.

II. Standards of Progression and Completion

- A. Each student will file a program of study with the School of Graduate Studies.
- B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.

III. Program of Study

A. Support Courses (11 semester hours)		NURS 8832	Pediatric Nurse Practitioner I.....	6
NURS 6600	Epidemiology Foundations for Nursing Interventions	NURS 8833	Pediatric Nurse Practitioner II	6
		C. Optional Courses		
NURS 7740	Advanced Physical Assessment	NURS 8895	Independent study.....	3
NURS 7741	Advanced Pathophysiology.....	NURS 8896	Selected Topics in Nursing.....	3
NURS 7767	Advanced Pharmacotherapeutics	Total.....		
B. Major Courses (12-15 semester hours)		23-26		
NURS 8831	Clinical Reasoning.....	*required for clinical nurse specialist only		

COURSE OFFERINGS

NURSING

NURS 6600 EPIDEMIOLOGY FOUNDATIONS FOR NURSING INTERVENTIONS 2-0-V-(2-3)

Prerequisite: undergraduate statistics course

This course examines methods for analyzing a population to determine patterns of health, health promotion, and disease prevention as a foundation for advanced nursing practice.

NURS 7740 ADVANCED HEALTH ASSESSMENT 2-4-3

Prerequisite: NURS 7741; prerequisite or co-requisite NURS 7767

Advanced health assessment skills are studied for comprehensive health assessments of clients across the lifespan. Oral and written communication of findings are refined. Practicum includes precepted clinicals.

- NURS 7741 ADVANCED PATHOPHYSIOLOGY 3-0-3
Physiologic mechanisms underlying selected health alterations across the lifespan are examined. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning.
- NURS 7750 THEORY DEVELOPMENT IN NURSING 3-0-3
Definitions, purposes, and elements of theory as they relate to theory development in nursing are examined. Selected theories and conceptual frameworks from nursing and related disciplines are studied and analyzed for their utilization in advanced nursing practice roles.
- NURS 7752 RESEARCH DESIGN IN NURSING 3-0-3
Prerequisite or co-requisite: NURS 7750 or NURS 7754
The research process in the context of nursing theory and nursing practice is studied. Quantitative and qualitative methods are reviewed. Students critique current nursing research and develop a research proposal.
- NURS 7754 PROFESSIONAL ROLES: ISSUES AND CONCERNS 3-0-3
Advanced nursing practice roles and issues are explored to build and shape strategies for role change and implementation.
- NURS 7756 HEALTH POLICY CONCERNS IN DELIVERY SYSTEMS 3-0-3
The evolution of the American political system, recent developments, trends, and underlying causes of changes in healthcare delivery are analyzed. Political aspects of policy making and mobilization of political support are emphasized.
- NURS 7767 ADVANCED PHARMACOTHERAPEUTICS 3-0-3
Prerequisite: NURS 7741
Pharmacokinetics, mechanisms of action, drug interactions, and side effects will be explored as the basis for the pharmacotherapeutic management of clients in primary care. Practical application will include indications for use, prescriptive drug protocols, techniques of administration, and dosages.
- NURS 8820 CLINICAL NURSE LEADER I 1-15-4
Prerequisite or co-requisite: NURS 7740, NURS 7741, NURS 7767
Analyzes and synthesizes knowledge through evidence based inquiry that informs provision, delegation, and supervision of nursing care provided by the unit based team. Introduction of the CNL student to the clinical role is accomplished through a process of mentoring and precepting students by clinicians that are employed within the clinical practice-partner organizations.
- NURS 8821 CLINICAL NURSE LEADER II 1-20-5
Prerequisite or co-requisite: NURS 8820
Utilizes and integrates outcomes measurement and performance improvement benchmarks and processes within the healthcare unit or microsystem. CNL role actualization is accomplished through a process of mentoring and precepting students by clinicians that are employed within clinical practice-partner organizations.
- NURS 8831 CLINICAL REASONING
Prerequisites: NURS 7740, NURS 7741, and NURS 7767
The focus for this course includes synthesis, integration and application of advanced practice nursing skills derived from previous graduate nursing courses. The cognitive processes and activities relied upon in clinical judgment, diagnostic reasoning and treatment decisions will be made explicit. Students will engage in problem-based cases to facilitate acquisition of skills.

NURS 8832 PEDIATRIC NURSE PRACTITIONER I 2-16-6

*Prerequisite: NUR7740, NURS 7741, NURS 7767, NURS 8831**

This course focuses on the development of beginning expertise in advanced nursing practice with well children, parents, and families. A major focus is on growth and development, communication, family and cultural dynamics of well children and their families. Health promotion, health maintenance, and disease prevention are emphasized in this course. Wellness and holistic care are a major focus of the course. Innovative faculty/student practice models are used to enhance students' learning experiences in a variety of community-based settings. Within these settings, the Pediatric Nurse Practitioner (PNP) student will learn to perform comprehensive health assessments of infants, children, and adolescents and to use screening tools to assess the child's developmental level. Parenting issues and anticipatory guidance counseling will also be reviewed. The PNP roles of direct care provider and educator are emphasized in course content and clinical experiences. *clinical nurse specialist

NURS 8833 PEDIATRIC NURSE PRACTITIONER II 2-20-6

Prerequisite: NURS 8832

This course provides an overview of the roles of the pediatric nurse practitioner in the management of common acute health variations. Theoretical content focuses upon health promotion and health maintenance issues, and common health variations of children from birth through adolescence. The student is introduced to management skills relevant to meeting the healthcare needs of infants, children, and adolescents. Assessment skills, beginning expertise in clinical diagnosis, and management of care for children with common health variations are a major emphasis throughout the semester. Students continue to explore the process of collaboration with other health professional involved in the care of children and their families.

NURS 8841 ADULT PRIMARY HEALTH CARE I 2-12-5

Prerequisite: NURS 7740, NURS 7741, NURS 7767

Primary care management of adult clients through the lifespan provides the focus for this course. Emphasis is placed on the health promotion of clients with various minor health deviations. Scientific inquiry, critical thinking skills, and discussion of a nursing theoretical base for practice will be applied in the care of adults in a variety of clinical settings. Selected roles of the adult nurse practitioner are researched and analyzed throughout the course.

NURS 8842 ADULT PRIMARY HEALTH CARE II 2-12-5

Prerequisite: NURS 8841

An advanced practicum consisting of field study focusing on management of clients throughout the lifespan, with major and minor health deviations. Selected concepts/issues that influence the health status and health promotion needs of these patients will be analyzed. Analysis of nursing theoretical bases, utilization of critical thinking and application of scientific inquiry is required for care protocols. Legal and ethical concerns are identified and discussed. All adult nurse practitioner roles will be examined.

NURS 8843 GERONTOLOGICAL CONCEPTS FOR PRIMARY HEALTH CARE 2-4-3

Prerequisite: NURS 8841

Focus on primary care management of the geriatric population through the discussion and analysis of selected concepts that influence the health status and health promotion needs of older adults. Emphasis is placed on acquisition of nursing theoretical bases, critical thinking skills and scientific inquiry for care of older adults in a variety of settings. Long-term care implications for older adults and their families will be explored. Selected roles of the adult nurse practitioner will be reviewed.

NURS 8844 ADULT PRIMARY HEALTH CARE III 2-16-6

Prerequisite: NURS 8842, NURS 8843

An advanced practicum consisting of field study focusing on management of clients throughout the lifespan, with major and minor health deviations. Selected concepts/issues that influence the health status and health promotion needs of these patients will be analyzed. Analysis of nursing theoretical bases, utilization of critical thinking skills and application of scientific inquiry is required for care protocols. Legal and ethical concerns are identified and discussed. All adult nurse practitioner roles will be examined.

- NURS 8851 ADULT HEALTH CNS I 2-5-3
Prerequisite or co-requisite: NURS 7740, NURS 7741, NURS 7767
 Development of advanced nursing practice skills in research, concepts and theories contribute to further development of critical thinking and scientific inquiry. Clinical experiences focus on comprehensive nursing health assessment and planning of care for adult clients and families.
- NURS 8852 ADULT HEALTH CNS II 2-10-4
Prerequisite: NURS 8851
 Utilization and integration of organizational and management theories and concepts are studied to expand the knowledge of advanced nursing practice. Clinical experiences focus on comprehensive nursing health assessment and planning of care for adult clients and families.
- NURS 8853 ADULT HEALTH CNS III 1-15-4
Prerequisite: NURS 8851, NURS 8852
 Enactment of the clinical nurse specialist role in a specific client care setting provides the primary learning focus. Students explore processes and dynamics designed to support and promote adaptation in diverse and changing healthcare systems.
- NURS 8861 FOUNDATIONS OF NURSING ADMINISTRATION 3-0-3
Prerequisite: Permission of instructor/ department or prerequisite or co-requisite: NURS 7754, NURS 7750, NURS 7752, NURS 7756
 Historical and current trends in the behavioral sciences are explored as related to management in nursing. The application of organizational and administration theories in the changing health care system are discussed. The advanced role of administration in nursing and healthcare are examined.
- NURS 8862 FINANCIAL MANAGEMENT FOR NURSE ADMINISTRATORS 3-0-3
Prerequisite: Permission of instructor/ department or prerequisite or co-requisite: NURS 7754, NURS 7750, NURS 7752, NURS 7756, NURS 8861
 The basic concepts and theories of finance and economics for nursing administrators are explored. The application of finance and economics concepts and changing health care systems and the implications for nursing administration are included.
- NURS 8864 LEGAL AND ETHICAL NURSING 3-0-3
Prerequisite: Permission of instructor/ department or prerequisite: NURS 7750, NURS 7752, NURS 7754, NURS 7756
 Advanced practice nurses are faced with increasing legal, moral, and ethical dilemmas in professional roles. The practical application of the principles of law and ethics to nursing administration in healthcare dilemmas are examined.
- NURS 8865 NURSING ADMINISTRATION PRACTICUM 1-6-3
Prerequisite or co-requisite: NURS 8861, NURS 8862, NURS 8863, NURS 8864, NURS 8868
 The advanced practice role of the nurse administrator is examined with a nurse administrator as preceptor in various health care settings. The student is able to synthesize and apply to practical experiences in the role of nursing administration. Students critically examine the behaviors, activities, and responsibilities of the nurse leaders in administration.
- NURS 8866 MARKETING IN NURSING ADMINISTRATION 3-0-3
Prerequisites: NURS 7750, NURS 7752, NURS 7754, NURS 7756, AND NURS 8861, NURS 8862, or permission of instructor.
 An overview of the marketing process in dynamic health care systems will be discussed. Emphasis is given to the nurse administrator role and responsibilities in management and marketing.
- NURS 8868 HEALTH INFORMATION SYSTEMS 3-0-3
 Development and utilization of healthcare informatics are explored for the administration of healthcare agencies and institutions. Acquisition of clinical and financial information, processing, analysis and reporting, as well as informatics trends provide the focus.
- NURS 8895 INDEPENDENT STUDY 0-V-(1-3)
Prerequisite: Permission of instructor/ department
 Student-directed individual study and learning is facilitated in a specific area.

NURS 8896 SELECTED TOPICS IN NURSING V-0-(1-3)

Prerequisite: Permission of instructor/ department

Special learning opportunities in a focused topic are offered for individuals or groups.

NURS 8897 PROJECT V-V-(1-3)

Prerequisite: Permission of instructor/department

Actual or potential solutions to well-defined nursing and healthcare problems are created and applied through in-depth study and exploration. Graded on a S or U basis.

NURS 8899 THESIS V-V-(1-6)

The research process is applied to an identified nursing problem in order to increase nursing knowledge, create new solutions, and impact the delivery of nursing and health care. Graded on a S or U basis.

Physical Therapy

Anne W. Thompson, Interim Department Head and Graduate Coordinator

Doctor of Physical Therapy

The physical therapy program at Armstrong Atlantic State University offers the Doctor of Physical Therapy in collaboration with the Medical College of Georgia and North Georgia College and State University.

The DPT program includes nine semesters of academic course work with three full-time clinical affiliations (with a minimum of thirty weeks of full-time clinical practice), and numerous additional clinical experiences. Upon completion of the DPT program, all students will be awarded a Doctor of Physical Therapy (DPT) degree in collaboration with the Medical College of Georgia.

The bachelor's degree is required for admission to the physical therapy program. However, students enrolled in a pre-physical therapy major at AASU prior to May 10, 2005 may apply to enter the program as a senior undergraduate. Contact the Department of Physical Therapy for further information concerning eligibility.

Consistent with the mission of the university and the goals of the College of Health Professions, the mission of the Doctor of Physical Therapy program is to educate individuals whose physical therapy skills and knowledge meet the challenges of the rapidly changing healthcare system. Graduates will meet the expanding need for physical therapy services in south Georgia, the state, region, and nation. The program will work collaboratively with the physical therapy community to improve the quality of physical therapy care and enhance the scientific basis of professional practice. The program will promote the continued excellence of faculty in both clinical and didactic areas of instruction.

Specifically, the Doctor of Physical Therapy program will:

1. Provide program graduates with the scientific knowledge and principles which practitioners need to evaluate, diagnose, treat, and instruct persons of all ages with movement disorders, integrated with the evaluation, diagnostic, treatment, and instructional procedures needed for contemporary physical therapy practice.
2. Equip program graduates with diagnostic abilities to critically analyze a large number of factors, determine the most important of those factors, and develop a treatment plan based on that analysis.
3. Supply graduates with the documentation and communication skills to effectively communicate their findings to the clients, the clients' families, other healthcare providers, and the agencies that reimburse the clients and/or the physical therapists for the physical therapy service.
4. Furnish graduates with the skills to provide care in a compassionate, competent, legal, and ethical manner.
5. Equip graduates with the skills to develop programs for the prevention of injuries and disabilities.
6. Provide students with clinically case-centered course with the emphasis on problem identification and problem solving. This allows students to integrate pathophysiology, evaluation methods, treatment approaches, and psychosocial principles into each case. Students are encouraged to seek new solutions to the clinical problems and propose new treatment approaches.
7. Maintain an active learning environment which promotes independent thinking. Students learn to seek and confirm answers on their own rather than relying on faculty to provide answers. Active learning methods develop student self-reliance, an increase in self assessment skills, and a pattern of independent learning which promotes lifelong learning and further professional development.

8. Support a curriculum where students work with each other in small groups. Small group activities:
 - a. Develop among the students a respect and understanding for the problem solving skills and clinical solutions developed by their classmates.
 - b. Promote the development of teamwork and leadership skills.
9. Provide group discussions, laboratories, and clinical practice experiences designed to foster the development of intellectual and physical competencies and strong professional values.
10. Promote, as the central axiom in the department's educational philosophy that the primary role of the instructor is as a facilitator of learning, not as the sole source of knowledge. The department will provide a supportive environment in which students take responsibility for their own learning. The department fosters mutual respect between faculty and students, between students and their classmates, and between students and other health care professionals. The department promotes a respect and understanding for all individuals regardless of their cultural background.

I. Admissions Standards

A. Prerequisites

1. Applicants must complete the requirements for a baccalaureate degree from a regionally-accredited institution. While any major field of study is acceptable, the degree and all prerequisite courses must be completed prior to matriculation. At least 5 of the 7 prerequisite science courses must be completed at the time of application.
2. Applicants need to demonstrate effective oral and written communication skills
3. Applicants must demonstrate an understanding of the social, biological and physical sciences and mathematics so that they can comprehend and integrate physiological, pharmacological, behavioral and biomechanical principles into physical therapy practice.

Minimal satisfaction of this criterion will include completion of:

- One year sequence of basic (general, inorganic) chemistry with laboratories which should be designed for science or health professions majors
- One year sequence of general physics with labs (calculus or non-calculus physics are both acceptable) which should be for science or health professions majors and must include mechanics, electricity, magnetism and light
- One year sequence of anatomy and physiology (either as two combined anatomy and physiology courses or with one course in physiology and one course in anatomy) which may be lower division human anatomy and physiology courses for health professions majors or upper division vertebrate or human physiology and comparative or developmental anatomy
- Two social science courses

Applicants are also encouraged to take advanced human physiology and anatomy courses such as exercise physiology, neurophysiology, advanced human physiology, kinesiology, or biomechanics. Applicants are also encouraged to take courses in abnormal psychology and human development.

- Life Science sequence including ONE of the following combinations:
 - Full academic year of general biology (with labs) AND an advanced course in biology (not botany or ecology)
 - Full academic year of anatomy & physiology (with labs) AND either ONE general biology course (not botany or ecology or environmental biology) OR ONE applied health science that has anatomy & physiology as a prerequisite (e.g. exercise physiology, kinesiology).
- 4. Applicants need to demonstrate an understanding of physical therapy practice. This requirement can be achieved through work or volunteer experiences in a variety of physical therapy settings. It is recommended that the applicant have worked or volunteered in at least two different physical therapy settings for a minimum total of 100 hours and at least 20 of those hours needs to be in an "inpatient" setting (acute care, inpatient rehabilitation or long-term care).
- 5. Applicants must have no less than a 2.8 grade point average in all prerequisite science courses and an overall grade point average of 2.8. Applicants who do not have an overall grade point average of 2.8 can apply if they have at least a 3.4 in the last 40 hours of undergraduate study. No grade of a D or F will be acceptable for satisfaction of the prerequisite courses. If a student has received a D or F in a prerequisite course, the applicant cannot repeat a prerequisite course more than once. Only two prerequisite courses may be repeated. Applicants may repeat courses with grades of C or higher to improve their prerequisite course grade point average, but repeated courses are averaged in the calculation of the prerequisite GPA.

6. Applicants must achieve a score on the Graduate Record Exam (GRE) of no less than 400 on the verbal section and 400 on the quantitative section, with an overall total of at least 1000 on these two sections, for regular admission. A score of 400 on the verbal section and 400 on the quantitative section, with an overall total of at least 900 on these two sections, qualifies an applicant for provisional admission. For students whose second language is English, a TOEFL score of at least 600 paper-based, 250 computer based, or 80 internet-web based, if applicable, may be substituted for the minimal verbal GRE score. However the TOEFL score is not used in calculating a final application score during review of the applications because there is no mechanism for converting a TOEFL score into a GRE score. As a result, the applicant's application score may be lower than those of applicants who took the entire GRE.
7. The following documents are required for admission to the doctor of physical therapy (DPT) program: Armstrong Atlantic State University physical therapy program application, college transcripts, GRE scores, and three recommendation forms. It is preferred that these recommendation forms be from a supervisor in the clinical setting. In addition letters from faculty and employers are also encouraged. ALL application documents should be sent DIRECTLY to the Department of Physical Therapy.
8. Meeting the minimum criteria for application does not guarantee admission to the physical therapy program. It should be noted that the pool of applicants for the physical therapy program includes many highly qualified applicants, and the number of available positions is limited. Therefore, admission to the physical therapy program is highly competitive.

B. Admissions Process

1. Program applications are available through the Department of Physical Therapy website (www.pt.armstrong.edu). Applicants must obtain physical therapy application packet for the class they are eligible to enter. This application packet outlines the steps in the application process and contains the physical therapy program application form. The graduate school application for AASU is not used.
2. Specific application deadlines are set annually and are posted at the website.
3. Students selected for admission must formally accept the position and submit a non-refundable \$250 deposit. Students who matriculate in the DPT program at AASU will have their deposit refunded during the first week of classes.

C. Accreditation Status and Degrees Offered

1. The Department of Physical Therapy is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE). The department received accreditation in May 1997.
2. The Department of Physical Therapy at AASU, in collaboration with the Medical College of Georgia, offers the doctor of physical therapy.

D. The Georgia Board of Physical Therapy Legal Requirements

1. Graduation from an accredited professional physical therapy education program allows students to take the National Physical Therapy Examination (NPTE). Passing this exam is required for licensure in any jurisdiction within the United States and its territories.
2. The Georgia Board of Physical Therapy has the authority to refuse or revoke licensure to an applicant upon a finding by the board that the applicant has been convicted of any felony, crime involving moral turpitude, or crime violating any federal or state law relating to controlled substances or dangerous drugs in the courts of this state, any other state, territory, or country or in the federal courts of the United States including but not limited to a plea of nolo contendere entered to the charge.

II. Standards of Progression and Graduation

A. Program Progression Requirements

1. Students must pass all courses with a B (Clinical Practicum 3 and Supervised Clinical Education 1, 2, and 3 must be passed with a satisfactory grade). If less than the required grade is earned in a PT course, that course must be repeated. Only one course can be repeated and that course can be repeated only once. A course can be repeated only when it is normally offered again in the curricular sequence. No additional courses can be taken in the physical therapy curriculum until the course deficiency is satisfied. Thus, failure to pass a course will require the student to "drop back" to the next graduating class.
2. Failure to pass more than one course or failure to pass any course more than once will result in dismissal from the program.
3. Students will be dismissed from the program if they violate the professional standards of physical therapy established by the Code of Ethics and Guide for Professional Conduct of the American Physical Therapy Association or violate the rules and regulations governing the practice of physical therapy within the state of Georgia or any other jurisdiction in which the student is working.

4. Students must be continuously enrolled in the program through the entire nine-semester sequence of courses. Medical or personal leave may be granted but will also require the student to “drop back” to the next graduating class.
5. Students must obtain faculty permission to “drop back” for academic, medical, or personal reasons. A student may re-enroll in PT courses only if the faculty has determined that space is available for that student.
6. Students must complete all courses in the physical therapy curriculum within five consecutive years from the date of their initial admission to the physical therapy major.
7. Students who do not complete the program in the required period of time may apply for readmission. To qualify for readmission, there must be space in the class into which the former student is seeking admission. The former student must meet the current criteria for admission and be evaluated along with the other applicants to the program.
8. Students must maintain malpractice/liability and health/medical insurance; up-to-date immunizations; medical tests and physical exams required by the program; and CPR/first aid certification.

B. Graduation Requirements

1. Students must successfully complete (earning a B or better in all courses, and Clinical Practicum 2 and 3 and Supervised Clinical Education 1, 2, and 3 must be passed with a satisfactory grade) all courses in the curriculum.
2. Students must satisfactorily complete a project.
3. Students must follow graduation procedures for the Medical College of Georgia.
4. The total semester hours for the program of study for a student who is admitted as a graduate student are 134 semester hours.

C. Readmission Procedures

1. The student must complete the readmission application for the physical therapy major.
2. The student will be required to meet admission and curriculum requirements in effect at the time of application for readmission.
3. The student’s admission will be based upon space available in the class into which the former student is seeking admission and recommendation of the department faculty.
4. The former student, who has failed out of the program because of an inability to meet the grade requirements or has been dismissed from the physical therapy program for any reason, is not eligible to apply for readmission.

III. Program of Study

A. Required Courses (134 semester hours)

PHTH 5101	Functional & Structural Aspects of Movement 1	5	PHTH 7531	Advanced Examination, Evaluation, and Intervention 1	8
PHTH 5111	Introduction to Pathophysiology 1	2	PHTH 7561	Implementation of Lifespan Concepts in Physical Therapy 1	2
PHTH 5131	Foundations of Physical Therapy Examination, Evaluation, and Intervention 1	6	PHTH 7602	Clinical Medicine 2.....	3
PHTH 5161	Physical Therapy Practice Issues 1	1	PHTH 7632	Advanced Examination, Evaluation, and Intervention 2.....	8
PHTH 5181	Clinical Practicum 1	1	PHTH 7662	Implementation of Lifespan Concepts in Physical Therapy 2	2
PHTH 5202	Functional and Structural Aspects of Movement 2	6	PHTH 8703	Clinical Medicine 3.....	3
PHTH 5212	Introduction to Pathophysiology 2	2	PHTH 8733	Advanced Examination, Evaluation, and Intervention 3	6
PHTH 5232	Foundations of Physical Therapy Examination, Evaluation, and Intervention 2	8	PHTH 8763	Implementation of Lifespan Concepts in Physical Therapy 3	2
PHTH 5262	Physical Therapy Practice Issues 2	1	PHTH 8804	Clinical Medicine 4.....	1
PHTH 5282	Clinical Practicum 2.....	1	PHTH 8834	Advanced Examination, Evaluation and Intervention 4.....	2
PHTH 7303	Functional & Structural Movement 3.....	4	PHTH 8882	Supervised Clinical Education 2.....	10
PHTH 7313	Introduction to Pathophysiology 3	2	PHTH 8900	Leadership and Management in Physical Therapy.....	3
PHTH 7333	Foundations of Examination, Evaluation, and Intervention 3	8	PHTH 8983	Supervised Clinical Education 3.....	10
PHTH 7363	PT Practice Issues 3	1	PHTH 8992	Clinical Education Synthesis 2	3
PHTH 7383	Clinical Practicum 3.....	1	PHTH 8901	Physical Therapy Project 1	1
PHTH 7390	Physical Therapy Case Management	3	PHTH 8902	Physical Therapy Project 2	1
PHTH 7400	Critical Inquiry in Physical Therapy	2	PHTH 8903	Physical Therapy Project 3	1
PHTH 7481	Supervised Clinical Education 1	8	PHTH 8904	Physical Therapy Project 4	1
PHTH 7491	Clinical Education Synthesis 1.....	2	TOTAL.....	134	
PHTH 7501	Clinical Medicine 1.....	3			

COURSE OFFERINGS

PHYSICAL THERAPY

- PHTH 5101 FUNCTIONAL AND STRUCTURAL ASPECTS OF MOVEMENT 1 4-4-5
Prerequisite: Admission to the DPT Program
Gross anatomy and physiology of the cardiovascular and pulmonary systems and an introduction to musculoskeletal anatomy.
- PHTH 5111 INTRODUCTION TO PATHOPHYSIOLOGY 1 2-0-2
Prerequisite: Admission to the DPT Program
Basic histopathology, pathophysiology and pharmacology of the cardiovascular and pulmonary systems.
- PHTH 5131 FOUNDATIONS OF PHYSICAL THERAPY EXAMINATION, EVALUATION AND INTERVENTION 1 5-4-6
Prerequisite: Admission to DPT Program
Fundamental patient care skills including basic examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for patients with cardiovascular and pulmonary dysfunction and an introduction to therapeutic modalities.
- PHTH 5161 PHYSICAL THERAPY PRACTICE ISSUES 1 1-0-1
Prerequisite: Admission to DPT Program
Discussions of professional socialization, cultural issues in health care, legal and ethical aspects of health care, psychosocial aspects of illness, quantitative terminology in clinical practice and clinical documentation.
- PHTH 5181 CLINICAL PRACTICUM 1 0-4-1
Prerequisites: Admission to DPT Program
Exposure to healthcare settings related to general and cardiopulmonary healthcare through half-day, on-site observational experiences.
- PHTH 5202 FUNCTIONAL AND STRUCTURAL ASPECTS OF MOVEMENT 2 4-4-6
Prerequisite: PHTH 5101
Gross anatomy, physiology and kinesiology of the musculoskeletal system.
- PHTH 5212 INTRODUCTION TO PATHOPHYSIOLOGY 2 2-0-2
Prerequisite: PHTH 5111
Histopathology, pathophysiology, and pharmacology of the musculoskeletal system.
- PHTH 5232 FOUNDATIONS OF PHYSICAL THERAPY EXAMINATION, EVALUATION, AND INTERVENTION 2 6-8-8
Prerequisite: PHTH 5131
Fundamental patient care skills including basic examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for patients with musculoskeletal dysfunction.
- PHTH 5262 PHYSICAL THERAPY PRACTICE ISSUES 2 1-0-1
Prerequisite: PHTH 5161G
Discussions of methods and approaches to physical therapy research.
- PHTH 5282 CLINICAL PRACTICUM 2 0-4-1
Prerequisite: PHTH 5181G
Exposure to health care settings through half-day, on-site observational experiences.
- PHTH 7303 FUNCTIONAL AND STRUCTURAL MOVEMENT 3 3-3-4
Prerequisite: PHTH 5202
The kinesiology of gait and the gross anatomy and physiology of the nervous system.
- PHTH 7313 INTRODUCTION TO PATHOPHYSIOLOGY 3 2-0-2
Prerequisite: PHTH 5212G
The pathophysiology of the neuromuscular and integumentary systems.

- PHTH 7333 FOUNDATIONS OF EXAMINATION, EVALUATION AND INTERVENTION 3 6-8-8
Prerequisite: PHTH 5232
 Fundamental patient care skills including basic examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation of gait deviations and for patients with neuromuscular and integumentary dysfunction.
- PHTH 7363 PT PRACTICE ISSUES 3 1-0-1
Prerequisite: PHTH 5262
 Discussions of legislative issues in health care, clinical outcomes research, and evidence based practice.
- PHTH 7383 CLINICAL PRACTICUM 3 0-4-1
Prerequisite: PHTH 5282
 A one-week full time hands-on exposure to patient care in a physical therapy setting. Physical Therapy settings include specialty clinics, long-term care facilities, hospitals, and school systems.
- PHTH 7390 PHYSICAL THERAPY CASE MANAGEMENT 2-2-3
Prerequisite: PHTH 5232
 Presentation of specific cases for students to manage from referral to discharge utilizing given information with increasingly complicated scenarios.
- PHTH 7400 CRITICAL INQUIRY IN PHYSICAL THERAPY 2-0-2
Prerequisite: PHTH 7363
 Critical analysis of the physical therapy research literature.
- PHTH 7481 SUPERVISED CLINICAL EDUCATION 1 0-32-8
Prerequisite: PHTH 7333
 Eight weeks of full time clinical affiliation in general care settings providing an opportunity for students to practice in the clinical setting the skills learned in all preceding courses.
- PHTH 7491 CLINICAL EDUCATION SYNTHESIS 1 2-0-2
Prerequisite: PHTH 7333
 Small group discussions integrating didactic and clinical learning experiences using case studies based on clinical experiences in Supervised Clinical Education 1.
- PHTH 7501 CLINICAL MEDICINE 1 3-0-3
Prerequisite: PHTH 7481
 Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders seen in neonates, children and adolescents.
- PHTH 7531 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 1 6-4-8
Prerequisite: PHTH 7481
 Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for neonates, children and adolescents.
- PHTH 7561 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 1 2-0-2
Prerequisite: PHTH 7481
 Developmental theories, clinical perspectives and healthcare issues for neonates, children and adolescents
- PHTH 7602 CLINICAL MEDICINE 2 3-0-3
Prerequisite: PHTH 7501
 Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders seen in young and middle aged adults.
- PHTH 7632 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 2 6-4-8
Prerequisite: PHTH 7531
 Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for young and middle aged adults and orthopedic conditions for the older adult.

- PHTH 7662 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 2 2-0-2
Prerequisite: PHTH 7561
 Developmental theories, clinical perspectives and healthcare issues for young and middle aged adults.
- PHTH 8703 CLINICAL MEDICINE 3 3-0-3
Prerequisite: PHTH 7602
 Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders seen in older adults.
- PHTH 8733 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 3 6-4-6
Prerequisite: PHTH 7632
 Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for older adults.
- PHTH 8763 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 3 2-0-2
Prerequisite: PHTH 7662
 Developmental theories, clinical perspectives and healthcare issues for middle aged and older adults.
- PHTH 8804 CLINICAL MEDICINE 4 1-0-1
Prerequisite: PHTH 8703
 Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders.
- PHTH 8834 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 4 1-2-2
Prerequisite: PHTH 8733
 Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for the elderly.
- PHTH 8882 SUPERVISED CLINICAL EDUCATION 2 0-40-10
Prerequisite: PHTH 7632
 Ten or eleven-week full-time clinical field experience in general, acute care, rehabilitation, or other specialty settings. Demonstration of the ability to integrate information from all didactic and clinical components of the curriculum in patients with all physical therapy diagnoses, including multiple diagnoses.
- PHTH 8900 LEADERSHIP AND MANAGEMENT IN PHYSICAL THERAPY 3-0-3
Prerequisite: PHTH 8882
 Introduction to the practical application of management strategies specific to physical therapy settings, including finance, personnel management, quality assurance, and accreditation/licensure processes with an emphasis on hospital, private practice, rehabilitation and home care settings.
- PHTH 8901 PHYSICAL THERAPY PROJECT 1 V-V-1
Prerequisite: PHTH 7400
 Conducting a research project as part of the project advisor's ongoing research activities.
- PHTH 8902 PHYSICAL THERAPY PROJECT 2 V-V-1
Prerequisite: PHTH 8901
 Conducting a research project as part of the project advisor's ongoing research activities.
- PHTH 8903 PHYSICAL THERAPY PROJECT 3 V-V-1
Prerequisite: PHTH 8902
 Conducting a research project as part of the project advisor's ongoing research activities.
- PHTH 8904 PHYSICAL THERAPY PROJECT 4 V-V-1
Prerequisite: PHTH 8903
 Conducting a research project as part of the project advisor's ongoing research activities.

PHTH 8983 SUPERVISED CLINICAL EDUCATION 3 0-40-10

Prerequisite: PHTH 8882

Ten or eleven-week full-time clinical field experience with the demonstration by the end of this affiliation of the ability to treat complex patients independently, or with the assistance of more experienced staff as would be appropriate for a new graduate working at the facility. Demonstration of the ability to integrate information from all didactic and clinical components of the curriculum.

PHTH 8992 CLINICAL EDUCATION SYNTHESIS 2 3-0-3

Prerequisite: PHTH 8882

Research, writing, presentation and discussion of case studies based on clinical experiences in Supervised Clinical Education 2 and 3.

RHAB 5100G NEUROMUSCULAR BASIS OF EXERCISE 3-0-3

Prerequisite: two undergraduate courses in anatomy and physiology.

Principles of neuromuscular structure and function explored in the context of exercise.

College of Liberal Arts

Mark Finlay, Interim Dean

Elizabeth Howells, Interim Assistant Dean

Organization and Degrees

The College of Liberal Arts offers graduate courses from the academic units of art, music, and theatre; government; criminal justice; history; languages, literature, and philosophy; and economics. Graduate degree programs include the Master of Arts in History and the Master of Arts in Liberal and Professional Studies.

African American Studies

Learotha Williams, Coordinator

COURSE OFFERINGS

AFAS 5000G TOPICS IN AFRICAN AMERICAN STUDIES 3-0-3

Prerequisite: Acceptance into the School of Graduate Studies

Special topics in African American Studies will be offered in conjunction with selected upper-level courses in the university curriculum when content of those courses address issues related to African American Studies.

Art, Music & Theatre

Tom Cato, Head

COURSE OFFERINGS

ART

ARTS 5400G ART IN THE ELEMENTARY GRADES 3-1-3

Prerequisite: Limited, Provisional, Regular, or Certification acceptance into the School of Graduate Studies.

Planning and implementing are instruction at the elementary level. Overview of materials, methods, classroom management and technology appropriate to children at different developmental levels in the elementary classrooms. Ten hours of practicum work is required.

ARTS 5410G ART IN THE MIDDLE AND SECONDARY GRADES 3-1-3

Prerequisite: Limited, Provisional, Regular, or Certification acceptance into the School of Graduate Studies.

Planning and implementing are instruction at the middle and secondary level. Overview of materials, methods, classroom management and technology appropriate for the middle and secondary classroom. Ten hours of practicum work is required.

ARTS 5430G TECHNOLOGY IN ART EDUCATION 3-0-3

Prerequisite: Limited, Provisional, Regular, or Certification acceptance into the School of Graduate Studies

Examination, development, and use of technological resources for teaching art in pk-12 classrooms.

- ARTS 5500G CURRICULUM AND METHODS IN ART EDUCATION 1-4-3
Prerequisite: Limited, Provisional, Regular, or Certification acceptance into the School of Graduate Studies.
 The planning, implementation, and evaluation of a sequential curriculum for the visual arts in the P-12 teaching environment. Areas of analysis include past and present art programs and art education movements as alternative models for curriculum design; creation and evaluation of innovative school, museum, and other institutional art programs; meaning and method of curriculum improvement; guidelines for curriculum, decision making; and evaluation.
- ARTS 5560G ISSUES IN AESTHETICS AND ART EDUCATION CRITICISM 3-0-3
Prerequisite: Limited, Provisional, Regular, or Certification acceptance into the School of Graduate Studies
 An introduction to basic issues related to teaching aesthetics, art criticism, and art history to P-12 students. Students will design, implement, and evaluate developmentally appropriate instruction for teaching these issues.
- ARTS 5750G CONTEMPORARY ART AND CRITICISM 3-0-3
Prerequisite: Acceptance into the School of Graduate Studies
 Exploration of contemporary art, historical, and critical issues.
- ARTS 5760G HISTORY OF PHOTOGRAPHY 3-0-3
Prerequisite: Acceptance into the School of Graduate Studies
 History of images created with light. Special attention paid to contemporary theoretical readings of historic images.
- ARTS 5770G ART AND IDENTITY 3-0-3
Prerequisite: Acceptance into the School of Graduate Studies
 An examination of issues of identity (such as race, gender, religion, age, and socioeconomic status) and their impact on the production and consumption of images.
- ARTS 5780G ART OF AFRICA AND DIASPORA 3-0-3
Prerequisite: Acceptance into the School of Graduate Studies
 Overview of images produced on the African continent and those created by people who were transported to or migrated to the Americas, the Caribbean, and Europe. Emphasis will be placed on the work of twentieth and twenty-first century artists in exploration of their African heritage.
- ARTS 6689 SPECIAL TOPICS IN ART V-V-(1-3)
 A study of topics from selected areas of studio art, art history, or art education.
- ARTS 6710 HISTORY OF AMERICAN DECORATIVE ARTS 3-0-3
 Survey of design and production of the objects used to furnish American spaces from the seventeenth century to the twentieth century. Emphasis given to living spaces and to understanding the meaning of these objects to individuals and to social groups.
- ARTS 6750 GRADUATE INTERNSHIP 0-3-3
Prerequisite: Admission into the Art Education post-bac teacher certification program and candidacy in the Department of Art, Music, and Theatre; completion of all coursework.
 Supervised field-based capstone experience.
- ARTS 7900G INDEPENDENT STUDY IN ART 3-0-3
Prerequisite: Acceptance into the School of Graduate Studies and permission of instructor/department
 Qualified students create a body of artwork following research and supervised studio experimentation. Proposed work must be approved in writing by supervising faculty and department head prior to initiation of work.

COMMUNICATIONS

- COMM 5050G INTERPERSONAL COMMUNICATION IN THE WORKPLACE 3-0-3
Prerequisites: Admission to MALPS or permission of instructor.
 Communication theory, research, and applications of various forms of interpersonal communication in the workplace. Topics may include superior-subordinate communication, interviewing, and presentations.

COMM 5100G COMMUNICATION THEORY 3-0-3

Prerequisites: Admission to MALPS or permission of instructor.

A broad survey of contemporary theories and processes of interpersonal, public, and mediated human communication.

COMM 5200G NONVERBAL COMMUNICATION 3-0-3

Prerequisites: Admission to MALPS or permission of instructor.

An introduction to the theories, processes and effects of communication in nonverbal codes. Topics may include kinesics, proxemics and paralanguage. Critical analysis and contemporary research emphasized.

COMM 5500G COMMUNICATION BETWEEN THE GENDERS 3-0-3

Prerequisites: Admission to MALPS or permission of instructor.

An overview of communication research and theory examining differences in verbal and nonverbal communication between men and women and the effects and functions of communication between the genders.

COMM 5600G SPECIAL TOPICS IN COMMUNICATION 3-0-3

Subject announced when course offered. Topics vary, such as environmental impacts on communication, transactional analysis theory, non-verbal communication.

COMM 7200 ORGANIZATIONAL COMMUNICATION IN DIVERSE CONTEXTS 3-0-3

Theories and principles of professional discourse applied toward working effectively in ethnically diverse organizations and in international contexts.

COMM 7500 TOPICS IN COMMUNICATION 3-0-3

Selected topics in the field of communication defined by the instructor. May be taught as a colloquium, directed reading, or seminar.

MUSIC

MUSC 5300G CURRICULUM & METHODS IN GENERAL MUSIC 3-2-3

Prerequisites: permission of the instructor or Prerequisite: Limited, Provisional, Regular, or Certification acceptance into the School of Graduate Studies.

Open only to music majors. Overview of curriculum, methods, classroom management and technology appropriate for P-8 general music programs. Twenty hours of practicum work is required.

MUSC 5330G Band Methods 2-1-2

Prerequisite: Limited, Provisional, Regular, or Certification acceptance into the School of Graduate Studies.

Organization and development of school concert and marching band ensembles. Includes a laboratory experience.

MUSC 5340G Choral Methods 2-1-2

Prerequisite: Limited, Provisional, Regular, or Certification acceptance into the School of Graduate Studies.

Organization and development of choral ensembles in secondary schools. Includes a laboratory experience.

MUSC 5430G TECHNOLOGY IN MUSIC 2-1-2

Examination of the impact of technology on music and music education, with an emphasis on computer music notation. Other topics may include Musical Instrument Digital Interface (MIDI), basic sequencing software, technology applications for live music, and basic audio recording skills.

MUSC 6689 TOPICS IN MUSIC V-V-(1-3)

A study of topics from selected areas of instrumental music, vocal music, piano music, or music education.

MUSC 6750 GRADUATE INTERNSHIP 0-3-3

Prerequisite: Admission into the Music Education post-bac teacher certification program and candidacy in the Department of Art, Music, and Theatre; completion of all coursework.

Supervised field-based capstone experience.

THEATRE

THEA 5010G TOPICS IN FILM 3-0-3

Special topics in film announced when the course is offered. For example, film genres, critical approaches, and individual historical periods.

An introduction to the history of film theory and criticism, including classical and contemporary film theories and their applications to film criticism. Examination of classical film aesthetics, form, language realism, and formalism as well as contemporary auteurist, semiotic, psychoanalytic, and feminist approaches to film criticism. The application of various perspectives to selected film texts.

Criminal Justice, Social and Political Science

Zaphon Wilson, Department Head

Master of Science - Criminal Justice

To provide qualified professionals in criminal justice for southeast Georgia, the program will prepare graduates with:

1. Sophisticated knowledge and understanding of the criminal justice system;
2. Knowledge and understanding of the administration of individual criminal justice agencies;
3. Knowledge and skills to apply advanced research methodology to collect, analyze, synthesize, and report information and empirical data; and
4. Knowledge and sensitivity prerequisite to ethical practice and professionalism as a criminal justice practitioner.

I. Admission Standards

A. Regular Admission

For regular admission the applicant must have:

1. A 2.5 overall grade point average or higher on completed requirements for a baccalaureate degree from a regionally-accredited institution and a 2.75 grade point average over the last two years of undergraduate study (last sixty semester hours).
2. A score of no less than 450 on the verbal section and a 450 on the quantitative section or a 3.5-4.0 on the analytical section of the Graduate Record Examination (GRE); *or*, a score of no less than 44 (402-407) on the Miller Analogies Test.
3. Letter of Intent, approximately 500 to 1000 words in length, to the MSCJ coordinator indicating applicant's intent to enroll if selected, a brief paragraph about applicant's academic background and professional credentials, and a statement concerning applicant's reasons for desired enrollment in the program.
4. Two letters of recommendation addressing applicant's 1) academic work; 2) professional experience, if any; 3) ability to handle master's level curriculum, and 4) how the applicant can be expected to contribute to the program.
5. While an undergraduate degree in criminal justice is not a prerequisite to admission, newly-admitted students must be deemed adequately prepared for graduate study in this essentially multidisciplinary area. Students who lack the necessary background may be required to complete additional undergraduate course work. However, with a major in social science or a minor in criminal justice, and at least a C in a course in statistics, no additional course work will be required.

B. Provisional Admission

Applicants with extensive, full-time professional experience as a criminal justice practitioner may be provisionally admitted. For provisional admission the applicant must have:

1. A minimum 2.3 overall undergraduate grade point average on all completed requirements for a baccalaureate degree from a regionally-accredited institution.
2. No less than 400 on the verbal section and 400 on the quantitative section or 3.0-3.4 on the analytical section of the GRE or a 35 (388-393) on the MAT.
3. Letter of Intent, approximately 500 to 1000 words in length, to the MSCJ coordinator indicating applicant's intent to enroll if selected, a brief paragraph about applicant's academic background and professional credentials, and a statement concerning applicant's reasons for desired enrollment in the program. Extensive, full-time professional experience as a criminal justice practitioner should be addressed.
4. Two letters of recommendation addressing applicant's 1) academic work; 2) professional experience, if any; 3) ability to handle master's level curriculum, and 4) how the applicant can be expected to contribute to the program.

5. While an undergraduate degree in criminal justice is not a prerequisite to admission, newly-admitted students must be deemed adequately prepared for graduate study in this essentially multidisciplinary area. Students who lack the necessary background may be required to complete additional undergraduate course work. However, with a major in social science or a minor in criminal justice, and at least a C in a course in statistics, no additional course work will be required.
6. A student may be reclassified with regular admission providing that they have taken at least one AASU course, approved by their advisor, with a grade of no less than B. Additional courses may be required to be completed prior to a student's reclassification. No more than nine hours may be earned.

II. Standards of Progression and Graduation

- A. A graduate student must not make less than a B in the first eighteen hours of graduate study; otherwise, the student will be placed on academic probation. A second grade of C or less within the student's first eighteen hours of graduate study will result in the student's dismissal from the program. A second and third C or less after the student's eighteenth hour of study will result in dismissal from the program.
- B. The student must file a program of study and an application for graduation with the School of Graduate Studies. Fifty percent of the program of study must be completed at the 7000-8000 levels.
- C. If any change in the approved program of study is required, an amended program of study, signed by the student and advisor, must be submitted to the School of Graduate Studies.
- D. Satisfactory completion of a written comprehensive assessment one semester prior to graduation for practicum and coursework option students is required. This satisfies the comprehensive assessment requirements for thesis students.
- E. A formal thesis defense is required for thesis students.
- F. Students must apply for graduation two semesters before the date of graduation.
- G. All degree requirements must be completed within seven years.

III. Program of Study

A. Content Courses (12 semester hours)

CRJU 8801	Proseminar in Ethics and Criminal Justice.....	3
CRJU 8810	Criminological Theory.....	3
CRJU 8811	Criminal Justice Leadership and Management.....	3
CRJU 8813	Advanced Research Methods.....	3

B. Advanced Work (18 semester hours)

At least one course each from the areas of law enforcement, corrections, and law/courts

Law Enforcement

CRJU 8820	Law Enforcement Problems/Practice.....	3
CRJU 8821	Seminar in Advanced Police Administration ...	3
CRJU 8822	Topics in Law Enforcement.....	3

Corrections

CRJU 8840	Institutional Incarceration/Treatment.....	3
CRJU 8841	Community Treatment/Services.....	3
CRJU 8842	Seminar in Advanced Corrections Administration	3

CRJU 8843	Topics in Corrections.....	3
<i>Law/Courts</i>		
CRJU 5500G	Law and Legal Process	3
CRJU 5520G	Comparative Judicial Systems	3
CRJU 8850	Criminal Process.....	3
CRJU 8851	Seminar in Law/Social Control.....	3
CRJU 8852	Advanced Criminal Law.....	3
CRJU 8853	Topics in Law & Courts	3

C. Capstone Options (6 semester hours)

CRJU 8880	Practicum I.....	3
CRJU 8881	Practicum II	3
	or	
CRJU 8890	Thesis.....	6
	or	
	Two electives approved by the advisor	6

Total..... 36

Savannah State University is authorized to grant the Master of Science in Urban Studies degree. The Department of Criminal Justice, Social and Political Science assists in a cooperative role in implementing the program.

COURSE OFFERINGS

CRIMINAL JUSTICE

CRJU 5001G CYBER SECURITY I 3-0-3

Current standards and best practice in information assurance and security. Topics include evaluation of security models, risk assessment, threat analysis, security implementation, disaster recovery planning, and security policy formulation and implementation. Cross-listed as ITEC 5001G.

- CRJU 5002G CYBER SECURITY II 3-0-3
Prerequisite: CRJU 5001G
 Concepts of countermeasures and safeguards such as remote access controls, firewalls, intrusion detection systems, virtual private networks, data encryption. Cross-listed as ITEC 5002G.
- CRJU 5130G POLITICAL TERRORISM 3-0-3
 International and domestic terrorism undertaken for political purpose in liberal states. Primary focus on state-sponsored terrorism and American domestic revolutionary terrorism and on the dilemmas of counterterrorism in a democracy.
- CRJU 5200G ALCOHOL, DRUGS, & CRIMINAL JUSTICE 3-0-3
 Exploration of the pharmacological effects and medical uses of drugs and alcohol; the relationship between drugs and crime, the criminal justice system, and government's crime control policy.
- CRJU 5300G JUVENILE DELINQUENCY 3-0-3
 Theories of juvenile delinquency, emphasizing sociological, biological, and psychological factors. Modern trends in prevention and treatment.
- CRJU 5500G LAW AND LEGAL PROCESS 3-0-3
 Law as a dynamic societal institution. Sources and functions of both civil and criminal law, and operations of the legal process viewed from the perspectives of jurisprudence, political science, and sociology.
- CRJU 5520G COMPARATIVE JUDICIAL SYSTEMS 3-0-3
 Law enforcement and judicial procedure in political systems such as Great Britain, France, Russia, and Japan.
- CRJU 7862 SPECIAL TOPICS IN CRIMINAL INVESTIGATIONS IN CYBER SECURITY 3-0-3
 Examines contemporary issues in cyber security policy and use of investigational technology. Topics change depending on national and international issues in cyber crime.
- CRJU 7863 ASSESSMENT OF STEGANOGRAPHY TOOLS 3-0-3
 Examines the art of hiding text messages and graphics within other files, and processes used to recover hidden data within files.
- CRJU 7864 RULES OF EVIDENCE/LEGAL ASPECTS OF CYBER SECURITY 3-0-3
 Examines cyber security policies that include the Patriot Act, Foreign Intelligence Act (FISA), Communications Assistance to Law Enforcement Act (CALEA and wire intercept), Privacy Protection Act, (PPA) and the Electronic Communications Act (ECPA) as these policies and others direct and impact cyber security.
- CRJU 7865 FIRST RESPONDER TOOLS AND APPLICATION 3-0-3
 Examines basic computer forensic tools and applications that include; seizure, imaging and analysis of computer media with reference to computer hard drive and forms of storage.
- CRJU 8801 PROSEMINAR IN ETHICS/CRIMINAL JUSTICE 3-0-3
 Analysis of the criminal justice process and its agencies from prevention and arrest to release after incarceration. Emphasizes ethical dimension of official decision making.
- CRJU 8810 CRIMINOLOGICAL THEORY 3-0-3
 Intensive overview of major classical and current criminological perspectives. Emphasizes sociological constructions of criminality, including treatment of values and domain assumptions implicit in theory construction.
- CRJU 8811 CRIMINAL JUSTICE LEADERSHIP/MANAGEMENT 3-0-3
 Effectiveness and efficiency of criminal justice agencies, as fostered by ethical leadership. Focus on administrative theory and its application to practical reality.
- CRJU 8812 CRIMINAL JUSTICE PLAN/INNOVATION 3-0-3
 Planning techniques and their impact on criminal justice program development. Analysis of policy and decision-making procedures of affiliated agencies and organizations.
- CRJU 8813 ADVANCED RESEARCH METHODS 3-0-3
 Application of advanced research methods to problems in the criminal justice system.

- CRJU 8820 LAW ENFORCEMENT PROBLEMS/PRACTICE 3-0-3
Current issues of policing and police administration. Emphasizes police-society relationships, including those related to minorities, police unionization, and corruption.
- CRJU 8821 SEMINAR IN ADVANCED POLICE ADMINISTRATION 3-0-3
Functions and unique context of police administration. Emphasizes police professionalization and the moral dimension of administration.
- CRJU 8822 TOPICS IN LAW ENFORCEMENT 3-0-3
In-depth analysis of selected topics in the enforcement of laws in a system of ordered liberty.
- CRJU 8830 SEMINAR IN JUVENILE JUSTICE ADMINISTRATION 3-0-3
Prerequisite: CRJU 5300 U/G or equivalent
Assessment of policies and practices of agencies processing youthful offenders. Focus on impact of changing demographics on the process and system of juvenile justice.
- CRJU 8840 INSTITUTIONAL INCARCERATION/TREATMENT 3-0-3
Theory, purposes, and practices of correctional institutions. Gangs, AIDS, and other problems in control and treatment.
- CRJU 8841 COMMUNITY TREATMENT/SERVICES 3-0-3
Probation and other community alternatives to incarceration, their feasibility, and other effectiveness.
- CRJU 8842 SEMINAR IN ADVANCED COR-RECTIONS ADMINISTRATION 3-0-3
Functions and unique context of correctional administration. Emphasized correctional officer professionalization and the moral dimensions of administration.
- CRJU 8843 TOPICS IN CORRECTIONS 3-0-3
In-depth analysis of selected topics in corrections within a larger system of ordered liberty.
- CRJU 8850 CRIMINAL PROCESS 3-0-3
Intensive examination of criminal adjudication from initial appearance through post-conviction remedies, as posited in the context of criminal justice policy.
- CRJU 8851 SEMINAR IN LAW/ SOCIAL CONTROL 3-0-3
Jurisprudential paradigms, societal norms and sanctions, and prescriptive moral frameworks.
- CRJU 8852 ADVANCED CRIMINAL LAW 3-0-3
Developing doctrines and concepts in criminal law.
- CRJU 8853 TOPICS IN LAW & COURTS 3-0-3
In-depth analysis of selected topics in the role and operation of law and courts in a system of ordered liberty.
- CRJU 8854 CONSTITUTIONAL CRIMINAL PROCEDURE 3-0-3
In-depth analysis of the doctrines and concepts of constitutional, criminal procedures that adhere to the Fourth, Fifth, and Sixth Amendments of the United States Constitution.
- CRJU 8860 SPECIAL TOPICS IN CRIMINAL JUSTICE 3-0-3
In-depth analysis of special topics in criminal justice. Emphasizes interrelationships among law enforcement, law/courts and correctional components of the criminal justice system.
- CRJU 8880 PRACTICUM V-V-(1-3)
Planned program of research observation, study and work in selected criminal justice agencies. Graded on a S or U basis.
- CRJU 8881 PRACTICUM II V-V-(1-3)
Prerequisite or co-requisite: CRJU 8880
Planned program of research observation, study, and work in selected criminal justice agencies. Graded on a S or U basis.
- CRJU 8890 THESIS V-V-(1-6)
Prerequisite: CRJU 8813
Planned research and writing directed by the student's thesis committee. Graded on a S or U basis.

POLITICAL SCIENCE

- POLS 5130G POLITICAL TERRORISM 3-0-3
International and domestic terrorism undertaken for political purposes in liberal states. Primary focus on state-sponsored international terrorism, American domestic revolutionary terrorism, and the dilemmas of counter-terrorism in a democracy.
- POLS 5210G INTERNATIONAL LAW 3-0-3
Prerequisite: Permission of the instructor
International agreements, cases, and customs on the legal relationships between nations. Emphasis on recognition, state succession, jurisdiction, extradition, nationality, treaties, diplomacy, and war.
- POLS 5220G THEORY OF INTERNATIONAL RELATIONS 3-0-3
Prerequisite: Permission of the instructor
Relations among nations with emphasis on political realism vs. idealism in international politics causes of war, and conflict resolution methods. Covers some of the pertinent global issues of the post-Cold War Era; e.g. nuclear proliferation, multinational corporations, environmental and public health, and human rights protection issues.
- POLS 5230G CONSTITUTIONAL LAW OF FOREIGN POLICY 3-0-3
Prerequisite: Permission of the instructor
An exploration of the narrow intersection of American constitutional law and foreign policy, powers of the executive and legislative in foreign policy, and issues such as the war, treaty, and spending powers.
- POLS 5250G INTERNATIONAL ORGANIZATIONS
Prerequisite: Permission of the instructor
Survey of formal international organizations, treaty organizations, regional organizations, trade and development organizations, and international non-governmental organizations with emphasis upon the role of these institutions in the maintenance of peace, trade, and security.
- POLS 5260G MEDIA AND POLITICS IN LATIN AMERICA 3-0-3
Prerequisite: Permission of the instructor
Examination of the role of the media in the political process of Latin America, and the media portrayal of political events in Latin America.
- POLS 5270U/G INTELLIGENCE AND NATIONAL SECURITY POLICY 3-0-3
Prerequisite: HIST/POLS 1100 or POLS 2100
An examination of the roles played by the president, the National Security Council, the Cabinet Departments of State, Defense, and Homeland Security, and the intelligence community in the national security/defense policy-making process.
- POLS 5280G SEMINAR IN GLOBAL POLITICS 3-0-3
Prerequisite: Permission of the instructor
Political structures and leadership strategies in a postmodern world. Topics will include issues covering the European Union, political transitions in the Middle East and Africa, Latin America, and Southeast Asia.
- POLS 5290G AMERICAN FOREIGN POLICY 3-0-3
Prerequisite: Permission of the instructor
Analysis of United States foreign policy and factors, both domestic and global, contributing to its formulation.
- POLS 5420G POLITICS OF THE MIDDLE EAST 3-0-3
Prerequisite: Permission of the instructor
A descriptive look at and comparison of the governments of the 24 nation-states that comprise the area generally referred to as the Middle East.
- POLS 5430G GOVERNMENTS OF AFRICA 3-0-3
Prerequisite: Permission of the instructor
Political institutions and governments of Africa and the African Union, ethnic conflict and state disintegration, democratization and post-colonial political economy, post-Apartheid South Africa, public health and environmental issues of the continent.

- POLS 5440G LATIN AMERICAN POLITIC 3-0-3
Prerequisite: Permission of the instructor
 Examination of cultural traditions, economic institutions and problems, efforts to strengthen and deepen the recent transitions to democracy, and civil-military relations in post-authorization Latin America.
- POLS 5450G POLITICAL SOCIOLOGY OF NATIONALISM 3-0-3
Prerequisite: Permission of the instructor
 Various theories of nationalism and their social, historical, economic, and cultural contexts. Cultural, ethnic, and national identity and conflict are the focus. Ethnic, religious, civic, economic, and anti-colonial nationalism are examined in a global perspective.
- POLS 5460G GOVERNMENTS OF EAST ASIA 3-0-3
Prerequisite: Permission of the instructor
 Comparative examination of the contemporary political institutions, processes, and ideas of the Peoples Republic of China, Japan, and two Koreas. Emphasis on historical, social, cultural, and contemporary issues.
- POLS 5490G POLITICAL TRANSFORMATION OF THE FORMER SOVIET UNION 3-0-3
Prerequisite: Permission of the instructor
 Political change in the former Soviet Union with emphasis on the new direction of the political, economic and social transformation of the regime. Comparison of tsarist autocracy, Soviet Totalitarianism, and the contemporary Russian political system.
- POLS 5500G LAW & LEGAL PROCESS 3-0-3
 Law as a dynamic societal institution. Sources and functions of both civil and criminal law and operation of the legal process viewed from the perspective of jurisprudence, political science, and sociology.
- POLS 5510G THIRD WORLD NATIONAL SECURITY 3-0-3
Prerequisite: Permission of the instructor
 Examination of the role, behavior and perspective of Third World nations in the international system, including ethnic conflicts, war, and their search for stability within a chaotic world.
- POLS 5520G COMPARATIVE JUDICIAL SYSTEMS 3-0-3
 Law enforcement and judicial procedure in political systems such as Great Britain, France, Russia, and Japan.
- POLS 5530G GLOBAL ENVIRONMENTAL POLITICS 3-0-3
 Introduction to the politics of environmental issues from local, national, and international perspectives including public perception, competing ideologies, the nature of the political process, the courts, the media, and political institutions.
- POLS 5533G TWENTIETH CENTURY IDEOLOGIES 3-0-3
 Ideological currents of our times. Selected in-depth readings from original sources.
- POLS 5535 PUBLIC LEADERSHIP AND ETHICS U/G IN THEORY AND PRACTICE 3-0-3
 Classic and modern readings in moral and political philosophy. Emphasis on relationship of ethical ideals to specific leadership contexts and problems, including concepts of social justice, merit, individual liberty, freedom of expression, privacy, responsibility, and utility.
- POLS 5560G COMPARATIVE FOREIGN POLICY 3-0-3
Prerequisite: Permission of the instructor
 Examination of various theories of state type and foreign policy behavior and evaluation of such theories in foreign policy analysis.
- POLS 7210 TOPICS IN MODERN EAST ASIA 3-0-3
 Selected topics in nineteenth and twentieth century international, political, economic, social, intellectual, or contemporary developments in East Asia. Topics and instructors vary. May be repeated as topic varies.

SOCIOLOGY

SOCI 5600G SOCIOLOGY OF GENDER 3-0-3

Undergraduate Prerequisite: SOCI 1101 or POLS 1150 or GWST 1101

Graduate Prerequisite: None

Examines the social construction of gender and gender inequality in society.

SOCI 7100 CRITICAL THINKING AND METHODS OF APPLIED RESEARCH 3-0-3

Examines concepts and methods used in social science research with particular emphasis on the philosophy of science; presuppositions; aims and history of procedures and methods; research techniques; sources; bibliography and presentation and publication of investigative results.

Economics

Yassaman Saadatmand, Department Head

COURSE OFFERINGS

ECONOMICS

ECON 5010, -20, -30G SPECIAL TOPICS IN ECONOMICS 3-0-3

Prerequisite: Permission of the instructor.

Upper-level courses not otherwise offered in the economics curriculum. Various substantive topics, Theoretical issues and problems with possibility to repeat with different topics.

ECON 5111G ECONOMICS OF ENTREPRENEURSHIP I 3-0-3

A project based class focusing on the application of economic principles to real-world business formation and management. This course provides instruction in both the legal and logistical requirements of starting a business and serves as a forum for development of business ideas and practices. (Economics majors may only use this course under the Related Field Courses).

ECON 5112G ECONOMICS OF ENTREPRENEURSHIP II 3-0-3

Continuation of Economics and Entrepreneurship I, this course will cover advanced business challenges including the financial requirements of starting businesses. Students will work in groups to develop a viable business plan that will be presented to local business owners for review. (Economics majors may only use this course under the Related Field Courses).

ECON 5200G INTERNATIONAL TRADE 3-0-3

Prerequisite: ECON 2106

The economic importance and problems of international trade, including theories of international trade, the gains from trade, tariffs, and non-tariff barrier to trade, U.S. commercial policy, economic integration, and trade policies of developing countries.

ECON 5300G MONEY AND BANKING 3-0-3

Prerequisite: ECON 2105

The study of governmental and corporate finance, with emphasis on fiscal and monetary policy, open-market operations, discount policy, and the functions and problems associated with central banking.

ECON 5310G INTERNATIONAL FINANCE 3-0-3

Prerequisite: ECON 2105

International monetary relations, different exchange rate systems, the balance of payments disequilibrium, and a survey of major international financial institutions, including IMF and the World Bank.

ECON 5340G INTERNATIONAL ECONOMICS 3-0-3

International and monetary relations, different exchange rate systems, the balance of payments adjustment, and a survey of major international financial institutions.

ECON 5400G ECONOMICS OF LABOR 3-0-3

Prerequisite: ECON 2106

Survey of labor economics and labor relations, organization and operation of American trade unionism, collective bargaining, economics of the labor market, wage theory and income distribution are included.

ECON 5630G ECONOMIC HISTORY OF THE U.S. 3-0-3

The growth and development of economic institutions in the United States from the colonial period to the present, with emphasis on the period since 1860. Developments in agriculture, industry, labor, transportation, and finance.

Gender and Women’s Studies

Teresa Winterhalter, Coordinator

Gender and Women’s Studies Certificate

The GWST Graduate Certificate provides a coherent, graduate-level grounding in the scholarship of Gender and Women’s Studies and Feminist Theory, and prepares students interested in gaining leadership credentials in many fields to certify their expertise in women’s issues. The certificate has a global emphasis, with selected courses focusing on intersections of gender, race, ethnicity, nationality, and culture. The curriculum will also allow students to focus their graduate work on a specific professional track by registering for the GWST Internship which may be used to integrate professional work experience with scholarly research in Women’s Studies.

I. Admission Standards

- A. Completed requirements for a baccalaureate degree from a regionally-accredited institution.
- B. A minimum 2.5 overall undergraduate GPA.
- C. Evaluation of Transcript by program Coordinator.
- D. Letter of Intent

II. Standards of Progression and Graduation

- A. Each student will file a program of study with the School of Graduate Studies.
- B. A minimum grade point average of 3.0 or better must be earned for the certificate to be awarded.
- C. Each student will successfully complete an oral comprehensive assessment (administered each semester at a pre-determined date).

III. Program of Study

A. Required Course (3 semester hours)

GWST 5700 Perspectives in Feminist Theory 3

B. Three courses chosen from the following

(9 semester hours)

ARTS 5760 History of Photography 3

ARTS 5770 Art and Identity 3

COMM 5500 Communication Between the Genders 3

ENGL 5240 Literature by Women 3

FILM 5025 Critical Approaches to Film, Television, and Popular Culture 3

FILM 5040 Women and Film..... 3

FILM 5035 Film Theory and Criticism..... 3

GWST 5500 Topics In Women's Leadership..... 3

GWST 5640 Topics in the History of Women and Gender: Europe..... 3

GWST 5640 Topics in the History of Women and Gender: America..... 3

GWST 7500 Internship in Gender and Women’s Studies..... 3

GWST 7900 Directed Readings..... 3

HIST 5660 Topics in the History of Women and Gender .. 3

PUBH 5570 Women and Minority Health Issues..... 3

PUBH 5575 Health and Sexuality Education..... 3

SOCI 5600 Sociology of Gender..... 3

Total..... 12

COURSE OFFERINGS

GENDER AND WOMEN'S STUDIES

GWST 5000G TOPICS IN GENDER AND WOMEN’S STUDIES 3-0-3

Special topics in Women’s Studies. Will be cross listed with selected upper-level courses in the university curriculum when content of those courses addresses issues related to Women’s Studies. May be repeated for credit with different topics.

GWST 5500G TOPICS IN WOMEN'S LEADERSHIP 3-0-3

Examination of the basic themes of leadership through the lens of gender studies. This course will address alternative styles of leadership, globalization and women's roles, under representation, the gender gap, and the perseverance of women in traditionally male-dominated careers, professions, and public offices.

GWST 5600G Sociology of Gender 3-0-3

Examines the social construction of gender and gender inequality in society.

GWST 5700 PERSPECTIVES IN FEMINIST THEORY 3-0-3

An in-depth look at feminist theory. This course may be taught from the perspective of a particular discipline.

GWST 7500 INTERNSHIP IN Gender and WOMEN'S STUDIES 3-0-3

Individually designed project involving off-campus study and research in an appropriate agency. Project must be designed to be completed within one semester, during which time the student will be under the joint supervision of the sponsoring agency and the faculty supervisor. Upon completion of the project, the student will present the formal report to the Gender and Women's Studies advisory committee. The report must be approved to satisfy the requirement for the graduate certificate.

GWST 7900 DIRECTED READINGS 3-0-3

A student whose program of study shows a need for additional graduate coursework in Gender and Women's Studies that cannot be met through the projected schedule of courses may register for this course once. This course may be repeated once with the permission of the program coordinator.

History

June Hopkins, Department Head

Master of Arts - History

Christopher Hendricks, Graduate Coordinator

The program in history shall prepare a student whose knowledge of history can be used in the public information sector, at the secondary educational and two-year college level, or in pursuit of a degree beyond the Master of Arts in history. Students who concentrate their course of study in either American or European history will develop a mastery of the factual, chronological, methodological, and interpretive aspects of their given major. The public history student will develop mastery of those professional methods, techniques, and skills requisite for historical collection, preservation, and public interpretation/education. The program of study will:

1. Provide a sophisticated and comprehensive understanding of the complexities of human history;
2. Examine carefully the theoretical and methodological elements of the discipline of history;
3. Enable the student to exercise advanced research techniques and analytical skills necessary to their major;
4. Provide numerous opportunities for the student to communicate orally and in writing the knowledge and skills gained by participation in the program; and
5. Equip all students with some familiarity in the public applications of historical inquiry and provide public history majors with a solid grounding in the standard methods and canon of historical research or archaeological methods.

I. Admission Standards

A. Regular Admission

For regular admission the applicant must have:

1. Completed requirements for the baccalaureate degree from a regionally-accredited institution in history or the equivalent in the proposed field of study.
2. Grade point average of 3.0 or higher on all undergraduate work.
3. A score of no less than 550 on the verbal section and 450 on the quantitative section or 4.5 on the analytical section of the Graduate Record Examination (GRE).
4. Three letters of recommendation.

B. Provisional Admission

For provisional admission the applicant must have:

1. Completed requirements for the baccalaureate degree from a regionally-accredited institution in history or the equivalent in the proposed field of study.
2. A minimum score of 450 on the verbal section and 400 on the quantitative section or 3.5 on the analytical section of the GRE.
3. At least a 2.75 overall grade point average on undergraduate college work.
4. Three letters of recommendation.
5. A student may be reclassified with regular admission providing they have taken three AASU history courses at the graduate level, approved by an advisor, with a grade of no less than B. Additional courses may be required to be completed prior to a student's reclassification. No more than nine hours may be earned.

II. Standards of Progression and Graduation

A. Time Limit

All degree requirements must be completed within seven years.

B. Program of Study

Students will formalize a program of study with the graduate coordinator or their major advisor. Students must choose a concentration in one of the following: American, European, or public history. The student, major advisor, and graduate program coordinator will sign the program of study and submit it with the application for graduation two semesters prior to graduation. The courses listed in the program of study must include a minimum of thirty-six hours of graduate work, and at least fifty percent of the projected courses must be courses open only to graduate students. If any change in the approved program of study is required, an amended program of study signed by the advisor and the student must be submitted and approved by the Office of Graduate Studies.

C. Graduation Requirements

The student must maintain a 3.0 overall average of all graduate courses completed. Students must earn a B or better in a course in order for it to count toward the degree. Students must also satisfactorily pass the following before beginning work on the master's thesis:

1. A foreign language examination;
2. A written comprehensive assessment in the major; **and**
3. An oral comprehensive assessment.

The student must apply for graduation two semesters before the date of graduation.

D. Thesis, Internship, and Advanced Fieldwork

A prospective candidate for a graduate degree must register for a minimum of six hours of thesis credit (HIST 8000). Six hours of professional internship (HIST 8100) may be substituted for thesis work for the public history concentration. In addition, a student must register for the thesis or professional internship during each semester in which the thesis is under preparation and where university facilities or staff time are utilized.

The letters "IP" will be recorded each semester that a graduate student registers for thesis credit without completing the thesis requirements. When the thesis has been accepted by the thesis committee and approved by the Office of Graduate Studies, a grade will be assigned for thesis credit. Only six hours of thesis credit will count toward a degree.

The Master of Arts thesis must demonstrate the student's ability to research and analyze a problem in history. The research must utilize primary sources, as well as incorporate a critical grasp of the secondary works relevant to the thesis inquiry. The thesis shall be written under the direction of the student's advisor/major professor and must receive the approval of two of the three members of the committee assigned to review the thesis. The thesis must be signed by the major professor and the assenting committee members and submitted to the Office of Graduate Studies.

In lieu of completing a traditional thesis, students majoring in American or European history may pursue the seminar option. Under this option, the student will substitute two additional specialized courses in the program of study. One of the specialized courses must be a seminar (HIST 7570, 7580, or 7590). The student will then produce an article-length seminar paper, which must pass through a review committee following the same guidelines as a thesis committee. The student must also present a version of the seminar paper at an academic conference approved by the graduate committee. This option is not recommended for students intending to continue on to a doctoral program.

III. Program of Study

American and European History

A. Required Courses (12 semester hours)

HIST 7500	Historical Methods.....	3
HIST 8000	Thesis.....	6
HIST 7410, or HIST 7420, or HIST 7430	Colloquium	3

B. Specialized Courses (18 semester hours)

HIST 5100G	Topics in Latin American History.....	3
HIST 5200G	Topics in African History.....	3
HIST 5300G	History of Russian/Soviet Foreign Policy	3
HIST 5450G	Topics in Medieval History.....	3
HIST 5470G	French Revolution & Napoleon	3
HIST 5480G	Topics in Modern European History	3
HIST 5500G	Topics in British History.....	3
HIST 5540G	Topics in U.S. Foreign Relations	3
HIST 5560G	Topics in History of Georgia.....	3
HIST 5565G	Topics in the History of American Reform.....	3
HIST 5570G	Topics in the History of the American South.....	3
HIST 5640G	Topics in the History of Technology and Culture.....	3
HIST 5650G	Topics in African-American History.....	3
HIST 5660	Topics in the History of Women & Gender	3
HIST 5690	Topics in American Culture	3
HIST 5700G	American Material Culture	3
HIST 5720G	Historical Archaeology	3
HIST 5740G	Practicum in Archaeology.....	6
HIST 5750G	Folklife.....	3
HIST 5770G	Oral History	3
HIST 5810G	Topics in Architectural History.....	3
HIST 6790	Archival Studies.....	3
HIST 7100	Internship in Public History	3

HIST 7210	Topics in Modern East Asia.....	3
HIST 7410	Colloquium in Non-Western History	3
HIST 7420	Colloquium in European History	3
HIST 7430	Colloquium in American History.....	3
HIST 7570	Seminar in European History.....	3
HIST 7580	Seminar in American History	3
HIST 7590	Seminar in Russian History	3
HIST 7800	Special Topics in Archaeology	3
HIST 7850	Special Topics in Material Culture	3
HIST 7920	Directed Readings.....	3
HIST 7950	Independent Study	3

C. Public History Courses (6 semester hours)

HIST 5700G	American Material Culture	3
HIST 5720G	Historical Archaeology	3
HIST 5740G	Practicum in Archaeology	6
HIST 5750G	American Folklife.....	3
HIST 5770G	Oral History	3
HIST 5810G	Topics in Architectural History	3
HIST 5830G	Historic Preservation	3
HIST 5850G	Museum Studies	3
HIST 5870G	Heritage Tourism	3
HIST 5890G	Topics in Public History	3
HIST 6710	History of American Decorative Arts	3
HIST 6790	Archival Studies	3
HIST 7100	Internship in Public History	3
HIST 7800	Special Topics in Archaeology	3
HIST 7850	Special Topics in Material Culture	3

Total..... 36

American and European History — Seminar Option

A. Required Courses (9 semester hours)

HIST 7500	Historical Methods.....	3
HIST 7410, or HIST 7420, or HIST 7430	Colloquium	3
HIST 7570, or HIST 7580, or HIST 7590	Seminar	3

B. Specialized Courses (21 semester hours)

HIST 5100G	Topics in Latin American History.....	3
HIST 5200G	Topics in African History.....	3
HIST 5300G	History of Russian/Soviet Foreign Policy	3
HIST 5450G	Topics in Medieval History.....	3
HIST 5470G	French Revolution & Napoleon	3
HIST 5480G	Topics in Modern European History	3
HIST 5500G	Topics in British History.....	3
HIST 5540G	Topics in U.S. Foreign Relations	3
HIST 5560G	Topics in History of Georgia.....	3
HIST 5565G	Topics in the History of American Reform.....	3
HIST 5570G	Topics in the History of the American South.....	3
HIST 5640G	Topics in the History of Technology and Culture.....	3
HIST 5650G	Topics in African-American History.....	3
HIST 5660	Topics in the History of Women and Gender.....	3
HIST 5690	Topics in American Culture	3

HIST 5700G	American Material Culture	3
HIST 5720G	Historical Archaeology	3
HIST 5730G	Fieldwork in Historical Archaeology.....	6
HIST 5740G	Practicum in Archaeology	6
HIST 5750G	Folklife	3
HIST 5770G	Oral History	3
HIST 5810G	Topics in Architectural History	3
HIST 6790	Archival Studies	3
HIST 7100	Internship in Public History.....	3
HIST 7210	Topics in Modern East Asia.....	3
HIST 7410	Colloquium in Non-Western History	3
HIST 7420	Colloquium in European History	3
HIST 7430	Colloquium in American History.....	3
HIST 7570	Seminar in European History.....	3
HIST 7580	Seminar in American History	3
HIST 7590	Seminar in Russian History	3
HIST 7800	Special Topics in Archaeology	3
HIST 7850	Special Topics in Material Culture	3
HIST 7920	Directed Readings.....	3
HIST 7950	Independent Study	3

C. Public History Courses (6 semester hours)

HIST 5700G	American Material Culture	3
HIST 5720G	Historical Archaeology	3

HIST 5730G	Fieldwork in Historical Archaeology	6	HIST 5890G	Topics in Public History	3
HIST 5740G	Practicum in Archaeology.....	6	HIST 6710	History of American Decorative Arts	3
HIST 5750G	American Folklife	3	HIST 6790	Archival Studies	3
HIST 5770G	Oral History	3	HIST 7100	Internship in Public History	3
HIST 5810G	Topics in Architectural History.....	3	HIST 7800	Special Topics in Archaeology	3
HIST 5830G	Historic Preservation.....	3	HIST 7850	Special Topics in Material Culture	3
HIST 5850G	Museum Studies.....	3	Total.....	36
HIST 5870G	Heritage Tourism	3			

Public History

A. Required Courses (9 semester hours)

HIST 7500	Historical Methods.....	3
HIST 8000	Thesis.....	6
	or	
HIST 8100	Professional Internship in Public History.....	6

B. Public History Courses (18 semester hours) from the following:

HIST 5700G	American Material Culture	3
HIST 5720G	Historical Archaeology	3
HIST 5730G	Fieldwork in Historical Archaeology	6
HIST 5740G	Practicum in Archaeology.....	6
HIST 5750G	Folklife.....	3
HIST 5770G	Oral History	3
HIST 5810G	Topics in Architectural History.....	3
HIST 5830G	Historic Preservation.....	3
HIST 5850G	Museum Studies.....	3
HIST 5870G	Heritage Tourism	3
HIST 5890G	Topics in Public History	3
HIST 6710	History of American Decorative Arts	3
HIST 6790	Archival Studies.....	3
HIST 7100	Internship in Public History	3
HIST 7920	Directed Readings.....	3
HIST 7950	Independent Study	3

C. Specialized Courses (9 semester hours) from the following:

HIST 5100G	Topics in Latin American History.....	3
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HIST 5200G	Topics in African History	3
HIST 5300G	History of Russian/Soviet Foreign Policy.....	3
HIST 5450G	Topics in Medieval History	3
HIST 5470G	French Revolution & Napoleon.....	3
HIST 5480G	Topics in Modern Europe	3
HIST 5500G	Topics in British History.....	3
HIST 5540G	Topics in U.S. Foreign Relations.....	3
HIST 5560G	Topics in History of Georgia	3
HIST 5565G	Topics in the History of American Reform.....	3
HIST 5570G	Topics in the History of the American South... 3	
HIST 5640G	Topics: Technology and Culture.....	3
HIST 5650G	Topics in African-American History	3
HIST 5660	Topics in the History of Women & Gender.....	3
HIST 5690	Topics in American Culture.....	3
HIST 7210	Topics in Modern East Asia.....	3
HIST 7410	Colloquium in Non-Western History	3
HIST 7420	Colloquium in European History	3
HIST 7430	Colloquium in American History.....	3
HIST 7570	Seminar in European History.....	3
HIST 7580	Seminar in American History	3
HIST 7590	Seminar in Russian History	3
HIST 7800	Special Topics in Archaeology	3
HIST 7850	Special Topics in Material Culture	3
HIST 7920	Directed Readings.....	3
HIST 7950	Independent Study	3

Total..... 36

Heritage Tourism Certificate

I. Admission Standards

- A. Completed requirements for a baccalaureate degree from a regionally-accredited institution.
- B. A student must be admitted to the School of Graduate Studies on a degree or limited admission basis.

II. Standards of Progression and Graduation

- A. Each student will file a program of study with the School of Graduate Studies.
- B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded on the graduate level.
- C. Each student will successfully complete an oral comprehensive assessment (administered each semester on a pre-determined date).

III. Program of Study

A. Required Courses (9 semester hours)

HIST 5560G	Topics in the History of Georgia.....	3
HIST 5830G	Historic Preservation.....	3
HIST 5870G	Heritage Tourism	3

B. Three courses chosen from the following (9 semester hours)

HIST 5570G	Topics in the History of the American South... 3	
HIST 5650G	Topics in African-American History.....	3

HIST 5690G	Topics in American Culture.....	3
HIST 5700G	American Material Culture	3
HIST 5810G	Topics in Architectural History	3
HIST 5850G	Museum Studies	3
HIST 7100	Internship in Public History.....	3
HIST 7430	Colloquium in American History.....	3
HIST 7580	Seminar in American History	3

Total..... 18

COURSE OFFERINGS

HISTORY

- HIST 5100G TOPICS IN LATIN AMERICAN HISTORY 3-0-3
Detailed analysis of a specific problem, theme, or topic in Latin American history. May be repeated as topics vary.
- HIST 5200G TOPICS IN AFRICAN HISTORY 3-0-3
Topics in the history of Africa, including political, economic, social, religious, and/or cultural trends as defined by the instructor. May be repeated as topics vary.
- HIST 5250G TOPICS IN ASIAN HISTORY 3-0-3
Detailed analysis of a specific problem, theme, or topic in Asian history. May be repeated as topics vary.
- HIST 5300G HISTORY OF RUSSIAN/SOVIET FOREIGN POLICY 3-0-3
Examination of topics of Russian and Soviet foreign policy from the end of the tsarist period to the present. Analysis of the effect on the international system of the collapse of the Soviet Union and the place of Russia in the world today.
- HIST 5450G TOPICS IN MEDIEVAL HISTORY 3-0-3
Study of a topic in medieval history such as the Crusades, Byzantine history, or other medieval subjects dependent on available primary source materials. May be repeated as topics vary.
- HIST 5470G FRENCH REVOLUTION & NAPOLEON 3-0-3
Background and events of the French Revolution and the career of Napoleon, considering various and differing historical interpretations.
- HIST 5480G TOPICS IN EUROPEAN HISTORY 3-0-3
Selected topics in European history. May be repeated as topics vary.
- HIST 5500G TOPICS IN BRITISH HISTORY 3-0-3
Selected topics in the history of Great Britain and Ireland. May be repeated as topics vary.
- HIST 5540G TOPICS IN U.S. FOREIGN RELATIONS 3-0-3
Study of United States' objectives and policies in foreign affairs. May be repeated as topics vary.
- HIST 5560G TOPICS IN HISTORY OF GEORGIA 3-0-3
Select topics in the history of Georgia with emphasis on political, economic, social, religious, and cultural trends in the context of the South and the nation.
- HIST 5565G TOPICS IN THE HISTORY OF AMERICAN REFORM 3-0-3
Topics in the history of American reform emphasizing the evolution of social policy as it applied to class, gender, ethnicity, and religion. May be repeated for credit as topics vary.
- HIST 5570G TOPICS IN THE HISTORY OF THE AMERICAN SOUTH 3-0-3
Topics including economic, cultural, and political history of the South with emphasis on those factors that made the South a unique section of the nation.
- HIST 5640G TOPICS IN THE HISTORY OF TECHNOLOGY AND CULTURE 3-0-3
Examination of developments in the history of technology, emphasizing relationships among European and American technologies, societies, and cultures. May be used for European or American history credit, depending upon the emphasis of the course.
- HIST 5650G TOPICS IN AFRICAN-AMERICAN HISTORY 3-0-3
Topics in the history of African-American people emphasizing their social, economic, political, and regional experiences. May be repeated as topics vary.
- HIST 5660 TOPICS IN THE HISTORY OF WOMEN AND GENDER IN AMERICA 3-0-3
Prerequisite: Admission to graduate program.
Selected topics in the history of women and gender relations in America.. May be repeated when topics vary.
- HIST 5670G TOPICS IN THE HISTORY OF WOMEN AND GENDER IN EUROPE 3-0-3
Prerequisite: Admission to graduate program.
Selected topics in the history of women and gender relations in Europe. May be repeated as topics vary.

- HIST 5690 TOPICS IN AMERICAN CULTURE 3-0-3
Selected topics in the history of American thought, values, and culture. May be repeated as topics vary.
- HIST 5700G AMERICAN MATERIAL CULTURE 2-1-3
Introduction to the study of North American and Caribbean culture, ordinarily focused on the eighteenth and nineteenth centuries. Architecture, cemeteries, landscape, dress, music, art, food ways, status, gender, and ethnic identifiers may provide examples.
- HIST 5720G HISTORICAL ARCHAEOLOGY 3-0-3
The historical archaeology of the New World from the first arrival of Europeans and Africans to ca. 1800. Attention focused on the South and the Caribbean, but other frontier contexts may also be included. Emphasis given to anthropological archaeology as a perspective for the writing of history and as a subfield in public history.
- HIST 5730G FIELDWORK IN HISTORICAL ARCHAEOLOGY V-V-(1-6)
Instruction to and first application of archaeological methods to a specific field project. Excavation techniques, surveying and map making, data collecting and recording, archaeological photography, the identification and analysis of artifacts, and the interpretation of archaeological data presented in the field and laboratory work as well as in lecture and readings. May be repeated for credit.
- HIST 5740G PRACTICUM IN ARCHAEOLOGY V-V-(1-6)
Application of archaeological interpretive techniques to a specific site or analytical problem. Individual research projects in the interpretation of archaeological data and the conservation of artifactual finds with special attention to the storage and care of collections, display in the museum settings, and the preservation of archaeologically derived information. Offered on demand. Graded on a S or U basis.
- HIST 5750G AMERICAN FOLKLIFE 2-2-3
The study of the creation of tradition in societies and of the process of change as demonstrated in such aspects as narrative, music, song, celebration, festival, belief, and material culture. Emphasis on understanding the multi-ethnic nature of the traditions in American life.
- HIST 5770G ORAL HISTORY 1-4-3
The study of how to prepare and conduct oral history interviews, how to transcribe, log, and index oral history recordings, and how to use oral history collections in writing research papers.
- HIST 5810G TOPICS IN ARCHITECTURAL HISTORY 2-1-3
Study of selected topics in architectural history, including various styles of architecture (Georgian, Federal, Neoclassical, Eclecticism, and Modern), and vernacular architecture. Recording techniques, research strategies, theoretical approaches, landscape architecture, field trips, and visiting lecturers. May be repeated as topics vary.
- HIST 5830G HISTORIC PRESERVATION 3-0-3
Examination of the field including values, principles, practices, development of planning and organization for preservation; preservation law, economics, and politics.
- HIST 5850G MUSEUM STUDIES 2-2-3
Development of museums in the United States and of the ethics and practices of the museum profession, to include collections management, planning, outreach, and public education.
- HIST 5870G HERITAGE TOURISM 3-0-3
History of tourism, with emphasis on heritage and tourism, and of the function and impact of tourism on guest and host societies. Aspects of the modern tourist industry and its products, such as promotional and travel literature, accommodations and transport, and tourist arts also investigated.
- HIST 5890G TOPICS IN PUBLIC HISTORY V-V-(1-3)
Special topic in the field of public history defined by the instructor. May be taught as a colloquium or as a seminar.
- HIST 5940G FIELDWORK IN HISTORY V-V-(1-3)
Prerequisite: Permission of instructor /department
Field-trip based and/or engagement in extended site visits, whether abroad or in U.S. Research, reading, and written assignments tailored to the specific area of study indicated on student transcript. Course may be repeated for credit as topics vary, but no more than three hours counted among the eighteen hours required for the major. Offered only by special advance arrangement with the department.

- HIST 6500 CONTENT METHODS HISTORY 3-2-3
Prerequisites: EDUC 6300, EDUC 6100, Admission to Candidacy in the Department of Middle Grades and Secondary Education.
 Description: Methods, content, and materials focusing on the teaching of history for adolescent learners. Directed field experience required.
- HIST 6710 HISTORY OF AMERICAN DECORATIVE ARTS 3-0-3
 Survey of design and production of the objects used to furnish American spaces from the seventeenth century to the twentieth century. Emphasis given to living spaces and to understanding the meaning of these objects to individuals and to social groups.
- HIST 6790 ARCHIVAL STUDIES 3-0-3
 Introduction to the archivist as a professional and to the role of archives in society. Survey of the documentary materials and of the principles and practices involved in their acquisition, cataloging, care, and retrieval in public and private facilities also included.
- HIST 7100 INTERNSHIP IN PUBLIC HISTORY V-V-(1-3)
 Individually designed project involving off-campus study and research in an appropriate agency, requiring at least one term for completion, during which time the student is under the joint supervision of the sponsoring agency and a faculty supervisor. Graded on a S or U basis.
- HIST 7210 TOPICS IN MODERN EAST ASIA 3-0-3
 Selected topics in nineteenth and twentieth century international, political, economic, social, intellectual, or contemporary developments in East Asia. Topics and instructors vary. May be repeated as topic varies.
- HIST 7410 COLLOQUIUM IN NON-WESTERN HISTORY 3-0-3
 Small, writing-intensive course that addresses a particular topic or theme through readings and the writing of critical essays. May be repeated as topic/theme varies.
- HIST 7420 COLLOQUIUM IN EUROPEAN HISTORY 3-0-3
 Small, writing-intensive course that addresses a particular topic or theme through reading and writing of critical essays. May be repeated as topic/theme varies.
- HIST 7430 COLLOQUIUM IN AMERICAN HISTORY 3-0-3
 Small, writing-intensive course that addresses a particular topic or theme through readings and writing of critical essays. May be repeated as topic/theme varies.
- HIST 7500 HISTORICAL METHODS 3-0-3
 Advanced course in historical research and writing. Students required to master the techniques of bibliographic searches and compilation, research in and critical evaluation of primary materials, hypothesis formulation and testing, and scholarly writing and exposition. Emphasis on the philosophy of history and the evolution of historical interpretation. Major research paper required.
- HIST 7570 SEMINAR IN EUROPEAN HISTORY 3-0-3
 Small, writing-intensive course that addresses a particular topic or theme through research in primary and secondary sources and culminates in a significant piece of historical scholarship. May be repeated as topics vary.
- HIST 7580 SEMINAR IN AMERICAN HISTORY 3-0-3
 Small, writing-intensive course that addresses particular topic or theme through research in primary and secondary sources and culminates in a significant piece of historical scholarship. May be repeated as topics vary.
- HIST 7590 SEMINAR IN RUSSIAN HISTORY 3-0-3
 Small, writing-intensive course addresses a particular topic or theme through research in primary and secondary sources and culminates in a significant piece of historical scholarship. May be repeated as topics vary.
- HIST 7800 SPECIAL TOPICS IN ARCHAEOLOGY 3-0-3
 Seminar to take advantage of special archaeological resources. Topics may include African-American, urban, plantation, and landscape archaeology, or the archaeology of the early colonial period of Georgia. May be repeated as topics vary.

- HIST 7850 SPECIAL TOPICS IN MATERIAL CULTURE 3-0-3
Topics may include African-American material culture, cross-cultural material culture, European material culture, method and theory, and decorative and performing arts.
- HIST 7920 DIRECTED READINGS 3-0-3
By petition to graduate committee for student whose program of study shows a need for an additional graduate course that cannot be met by the projected schedule of courses. Student may register for this course only once.
- HIST 7950 INDEPENDENT STUDY 3-0-3
Provides opportunity for students to pursue individual research and readings in chosen field under the supervision of a faculty member. Application should be filed during the early enrollment period of the semester before the independent study will be taken. Unanimous approval of graduate committee or majority of department required.
- HIST 8000 THESIS V-V-(1-3)
Prerequisite: Permission of graduate coordinator/ department head
Planned research and writing of master's thesis directed by the student's thesis committee. May be repeated for a maximum of nine credits with a maximum of six credits only counting toward the degree. Graded on a S or U basis.
- HIST 8100 PROFESSIONAL INTERNSHIP IN PUBLIC HISTORY V-V-(1-3)
Prerequisite: Permission of graduate coordinator/ department head
Individually designed project involving off-campus study and research in an appropriate agency. Projects designed to require at least two terms for completion, during which time the student will be under the joint supervision of the sponsoring agency and the faculty supervisor. Upon completion of project, students will present the formal report to their master's internship committee. The report must be approved to satisfy the requirement for the master's degree. May be repeated for a maximum of nine credits with a maximum of six credits only counting toward the degree.
- HIST 8210 ADVANCED ARCHAEOLOGICAL ANALYSIS V-V-(1-3)
Prerequisite: Permission of graduate coordinator/ department head
Major project culminating in a report to fulfill the master's degree requirements. Project will center around individually designed research topics relating to materials recovered from archaeological sites. Upon completion of project, students will present the formal report to their master's committee. The report must be approved to satisfy the requirement for the master's degree. May be repeated for a maximum of nine credits with a maximum of six credits only counting toward the degree.

GEOGRAPHY

- GEOG 5530G ENVIRONMENTAL GEOGRAPHY 3-0-3
Survey of interrelationships between the growth and dispersal of human populations and of other living organisms, such as crop plants, domesticated animals, weeds, and microbes.
- GEOG 5550G GEOGRAPHY OF SOUTH ASIA 3-0-3
An historical survey of the physical, cultural, and economic geography of the Indian subcontinent.
- GEOG 5870G HISTORICAL GEOGRAPHY OF NORTH AMERICA 3-0-3
Geographic relationships in the exploration, settlement, and changing patterns of human occupancy of North America from the seventeenth century to the present.

Languages, Literature & Philosophy

David Wheeler, Department Head

COURSE OFFERINGS

ENGLISH

- ENGL 5000G SPECIAL TOPIC 3-0-3
Subject announced when course offered. May be repeated for additional credit when topics change.
- ENGL 5200G POSTCOLONIAL LITERATURE 3-0-3
Literature and theory that emphasizes the interactions between European nations and the societies they colonized.

- ENGL 5215G LITERATURE OF THE NON-WESTERN WORLD 3-0-3
Explorations of literatures outside or at the margin of Western literary traditions. The course is topical, and not limited by specific cultural, generic, or linguistic boundaries. Sample topics might include Tri-Continentalism, The Novel in World Literature, Africa and the Atlantic Rim, Post-colonialism, The Epic Tradition, The Trickster in World Literature, or the Classic Chinese Novel. This course may be repeated with different topics.
- ENGL 5225G LITERATURE OF THE WESTERN WORLD 3-0-3
Examination of the Western literary canon, exclusive of works originally written in English, through extended reading of Homer, Dante, Cervantes, Goethe, Dostoevsky, and Proust. Focusing on the linguistic, formal, cultural, and historical context that shaped them.
- ENGL 5280G LITERATURE AND THE ENVIRONMENT 3-0-3
Prerequisite: permission of instructor
An examination of representations of the environment in literature and theory. Readings in ecological literary criticism as well as fiction and literary nonfiction from various world areas and historical periods.
- ENGL 5315G SEVENTEENTH AND EIGHTEENTH CENTURY AMERICAN LITERATURE 3-0-3
An examination of the responses of American novelists, poets, and prose writers to the issues of these centuries, with attention to characteristic themes, genres, and stylistic features.
- ENGL 5325G NINETEENTH CENTURY AMERICAN LITERATURE 3-0-3
An examination of the responses of American novelists, poets, and prose writers to the issues of this century, with attention to characteristic themes, genres, and stylistic features.
- ENGL 5335G TWENTIETH CENTURY AMERICAN LITERATURE 3-0-3
An examination of the responses of American novelists, poets, and prose writers to the issues of this century, with attention to characteristic themes, genres, and stylistic features.
- ENGL 5340G LITERATURE BY WOMEN 3-0-3
Exploration of literature written by women within its social, historical, and theoretical contexts. Topics such as Renaissance and medieval women writers, nineteenth century novels by women, feminist theory and criticism, contemporary poetry by women.
- ENGL 5350G AFRICAN-AMERICAN LITERATURE 3-0-3
African-American literature, with emphasis on historical, philosophical, and cultural contexts. Topics such as the oral tradition, autobiographies, the Harlem Renaissance, literary criticism and theory.
- ENGL 5380G SOUTHERN LITERATURE 3-0-3
Southern literature in its distinctive social and aesthetic contexts.
- ENGL 5415G THE NOVEL 3-0-3
An exploration of the origins and development of the novel as a distinct literary form, examining the aesthetic, philosophical, and social concerns that inform selected works from the eighteenth, nineteenth, and twentieth centuries. The course may focus primarily on the American or the British novel, or it may integrate the two through a specific thematic focus.
- ENGL 5425G AMERICAN/BRITISH POETRY 3-0-3
American and/or British poetry in the context of technological developments, philosophical movements, and literary currents. Exploration of forms and themes with emphasis on prosody and interpretation.
- ENGL 5435G TOPICS IN DRAMA 3-0-3
Study of a selected topic in English, American, or world dramatic literature. May be repeated as topics vary. May be repeated for additional credit when topics change.
- ENGL 5440G EARLY ENGLISH LITERATURE 3-0-3
English literature from its beginnings through 1485. Includes study of medieval phonology, morphology, and syntax. Writers include the Beowulf poet and other old English authors, early middle English lyrics, and the major figures of the fourteenth century (the Pearl poet, Malory, Langland, Gower).

- ENGL 5465G CHAUCER 3-0-3
Chaucer's two masterpieces, *The Canterbury Tales* and *Troilus and Criseyde*, and minor poetry. Includes in-depth study of Chaucer's culture, context, and language.
- ENGL 5455G SHAKESPEARE 3-0-3
A selection of Shakespeare's tragedies, comedies, and history plays illustrating representative themes and literary techniques of the dramatist, as well as his links to contemporary issues of his day.
- ENGL 5480G LITERATURE OF THE ENGLISH RENAISSANCE 3-0-3
A selection of representative literary works from the period 1485–1689. Typical topics include the rise of the sonnet, the Metaphysical and Neoclassical poetic schools, the growth of English prose, and non-Shakespearean drama.
- ENGL 5485G MILTON 3-0-3
Study of Milton's early lyric poetry, *Paradise Lost*, *Samson Agonistes*, *Areopagitica*, and the divorce and monarchy tracts.
- ENGL 5500G EIGHTEENTH CENTURY BRITISH POETRY AND PROSE 3-0-3
British poetry and prose from 1660 to 1800, emphasizing philosophic and aesthetic concerns. Authors such as Swift, Pope, Johnson, and Fielding.
- ENGL 5525G NINETEENTH CENTURY BRITISH POETRY AND PROSE 3-0-3
An exploration of the literary culture of the nineteenth century, including examinations of the works and contexts of the major figures in Romantic and Victorian literature. An examination of the responses of novelists, poets, and prose writers to the issues of the century. The conflicts between science and religion, faith in "progress" and the growth of industrialism, the rights of the individual and of society, and the role of the artist will be explored.
- ENGL 5535G TWENTIETH CENTURY BRITISH POETRY AND PROSE 3-0-3
An exploration of the literary culture of the twentieth century, including examinations of the works and contexts of the major figures in modern and contemporary literature. An examination of the responses of novelists, poets, and prose writers to the issues of the century. These writers will be examined within the context of continental developments, the World Wars, and post-war period. The literary traditions and cultural movements of the century will be explored.
- ENGL 5550G CONTEMPORARY LITERATURE 3-0-3
Fiction and/or poetry since World War II as it relates to literary traditions and cultural movements; topics possibly including postmodernist fiction, ethnic writers, confessional poetry.
- ENGL 5560G POPULAR LITERATURE 3-0-3
Focus on popular literary genres, such as science fiction, horror, Arthurian legend, and detective fiction. Topics vary.
- ENGL 5610G MAJOR AUTHOR 3-0-3
Subject announced when course offered. May be repeated for additional credit when topics change.
- ENGL 5730G RHETORIC 3-0-3
History of rhetoric from Aristotle to the present, with emphasis on rhetorical analyses of literature and other forms of discourse.
- ENGL 5740G TECHNICAL EDITING 3-0-3
This course presents techniques for editing technical publications including all levels of editing, document management, and collaboration with writers.
- ENGL 5750G PUBLICATION DESIGN 3-0-3
This course presents techniques for preparing documents from development to publication.
- ENGL 5760G LITERARY NONFICTION 3-0-3
History of the personal essay from Greek philosophers through contemporary authors. Reading and writing journals, letters, memoirs, and essays about nature, history, and other topics of "fact." Crossing genres by employing authors' private voices and other creative techniques in developing various forms of inquiry.
- ENGL 5770G ADVANCED CREATIVE WRITING, POETRY 3-0-3
Prerequisite: Permission of the instructor.
The creation of accurate images, the making of successful figures of speech, including simile, metaphor, personification, synecdoche, metonymy, etc. Experimentation with different poetic forms. Workshop format.

- ENGL 5780G ADVANCED CREATIVE WRITING, FICTION 3-0-3
Prerequisite: Permission of instructor.
 The creation of compelling plot lines and complex characterization; the meaningful integration of setting into storyline; greater experimentation with various points of view. Workshop format.
- ENGL 5800G ADVANCED GRAMMAR 3-0-3
 Current approaches to grammar, including generative transformational. Phonology, morphology, syntax.
- ENGL 5815G LITERARY THEORY 3-0-3
 Introduction to the major currents and models in modern critical and literary theory, examining their basic concepts, philosophical assumptions, historical and ideological contexts, and applications.
- ENGL 5820G HISTORY OF THE ENGLISH LANGUAGE 3-0-3
 English language from its beginnings in the fifth and sixth centuries to its worldwide expansion in the twentieth. Chronological consideration of language from Old to Middle to Modern English. Phonetic, syntactic, and lexical changes emphasizing both external and internal influences.
- ENGL 5840G CONTENT AND METHODS ENGLISH 3-2-3
Prerequisites: Admission to the College of Education, EDUC 6200, EDUC 6300
 Methods, content, and materials focusing on the teaching of English. Directed field experience required.
- ENGL 5990G SENIOR CAPSTONE SEMINAR 3-0-3
 Engages students in advanced critical analysis. Requires students to reflect on their process of study. Preparation, revision, and oral presentation of an original research project.
- ENGL 6880 TEACHING INTERNSHIP 0-V-3
Admission to College of Education, completion of requirements for graduate post-baccalaureate teacher certification program
 Supervised field-based teaching experience providing the opportunity to use knowledge and skills in a grade 6-12 setting. For post-baccalaureate certification.
- ENGL 7100 PROFESSIONAL COMMUNICATION STRATEGIES 3-0-3
 Communication strategies employed by leaders in business, industry, education, and health professions; practice in writing effective memos, letters, and reports; oral communication skills required for influencing group decisions, conducting interviews, and making presentations.
- ENGL 7300 COASTAL GEORGIA WRITING PROJECT V-V-(1-6)
 This course requires extensive and varied writing, running the gamut from note-taking to reflective journals, from personal narrative to formal position papers. Students enrolled in the course are encouraged to explore topics of importance and interest.
- ENGL 7310 FIELD-BASED RESEARCH IN WRITING V-V-(1-6)
Prerequisite: Permission of instructor/department, ENGL 7300
 Student will identify a particular classroom issue related to writing and carry out a year-long, classroom-based ethnographic research project.
- ENGL 7756 SEMINAR IN BRITISH LITERATURE 3-0-3
 A detailed study of a selected author, topic, or genre in British literature. May be repeated for credit as topics vary.
- ENGL 7757 SEMINAR IN WORLD LITERATURE 3-0-3
 A detailed study of a selected author, topic, or genre in literature to include works outside Britain and the United States. May be repeated for credit as topics vary.
- ENGL 7758 SEMINAR IN AMERICAN LITERATURE 3-0-3
 A detailed study of a selected author, topic, or genre in American literature. May be repeated for credit as topics vary.
- ENGL 7799 SELECTED TOPICS 3-0-3
 Subject announced when course offered. May be repeated for additional credit when topics change.
- ENGL 8800 THEORY AND PRACTICE OF TEACHING COMPOSITION 3-0-3
 Rhetorical theories and practices used in teaching composition. Emphasis on theoretical underpinnings of and research on composition pedagogy.

- ENGL 8840 LITERATURE FOR ADOLESCENTS 3-0-3
A study of literature especially suitable for adolescents, with emphasis on contemporary literature written specifically for this age group. Cultural and psychological issues of importance to adolescents.
- ENGL 8860 CRITICISM, THEORY, AND PEDAGOGY 3-0-3
A study of classical through contemporary literary criticism, emphasizing its application to the teaching of English in the secondary school. Current theories to include post-structuralism, feminism, and multiculturalism.
- ENGL 8870 SEMINAR IN LITERARY THEORY 3-0-3
A detailed study of an author, problem, or topic within literary theory. May be repeated for credit as topics vary.

FILM

- FILM 5010G TOPICS IN FILM 3-0-3
Subject announced when course offered. For example, film genres, auteurs, critical approaches, and individual historical periods. May be repeated for additional credit when topics change.
- FILM 5025 POPULAR CULTURE THEORY AND CRITICISM 3-0-3
Examination of the theoretical and critical approaches to the study of various forms of popular cultural expression, such as film, television, popular literature, magazines and music. Critical methodologies present may include semiotics, genre criticism, ethnography, feminism, and cultural studies.
- FILM 5035G FILM THEORY AND CRITICISM 3-0-3
Prerequisite: None
Introduction to the major schools of film theory and criticism and their application to elected film texts.
- FILM 5040G WOMEN AND FILM 3-0-3
Prerequisite: Permission of Instructor
Representations of women in film; may include issues such as feminist film theory and criticism; presentation of female characters in major film genres and movements; women directors, screenwriters, and actors; and women's independent cinema.
- FILM 5510G FILM AND LITERATURE 3-0-3
Emphasis on critical appreciation of film as an art form. Cross-listed as JOUR 3500 and THEA 3500.

LINGUISTICS

- LING 5000G TOPICS IN LINGUISTICS 3-0-3
Seminar in topics of theoretical and applied linguistics. May be repeated for additional credit when topics change.
- LING 5440G EARLY ENGLISH LITERATURE: BEGINNINGS THROUGH 1485 3-0-3
English literature from its beginnings through 1485. Includes study of medieval phonology, morphology, and syntax. Writers include the Beowulf poet and other old English authors, early middle English lyrics, and the major figures of the fourteenth century (the Pearl poet, Malory, Langland, Gower).
- LING 5445G CHAUCER 3-0-3
Chaucer's two masterpieces, The Canterbury Tales and Troilus and Criseyde, and minor poetry. Includes in-depth study of Chaucer's culture, context, and language.
- LING 5800G ADVANCED GRAMMAR 3-0-3
Current approaches to grammar, including generative transformational. Phonology, morphology, and syntax.
- LING 5820G HISTORY OF THE ENGLISH LANGUAGE 3-0-3
English language from its beginnings in the fifth and sixth centuries to its worldwide expansion in the twentieth. Chronological consideration of language from Old to Middle to Modern English. Phonetic, syntactic, and lexical changes emphasizing both external and internal influences.

PHILOSOPHY

PHIL 7100 PROFESSIONAL AND APPLIED ETHICS 3-0-3

Training in professional ethics in the work place. Emphasis on specific ethical issues and dilemmas that arise in particular professional contexts; ethical theory, including central notions such as social justice, merit, individual liberty, freedom of communication, privacy, informed consent, confidentiality, utility, the work ethic and collective responsibility and logical reasoning, including logical fallacies.

SPANISH

SPAN 5442G CONTENT AND METHODS SPANISH EDUCATION 3-2-3

Graduate Prerequisite: Admission to candidacy in the post-baccalaureate teaching certification program of the Department of Language, Literature, and Philosophy.

Methods, contents, and materials focusing on the teaching of foreign languages for P-12. Directed field experience involved with opportunity for presentation of instructional models in the classroom.

SPAN 6750 TEACHING INTERNSHIP 0-V-3

Prerequisite: Admission to candidacy in the Department of Languages, Literature, and Philosophy, completion of requirements for graduate post-baccalaureate teacher certification program.

Supervised field-based teaching experience providing the opportunity to use knowledge and skills in a grades K-12 setting. For post-baccalaureate teacher certification.

Liberal and Professional Studies

Richard F. Nordquist, Director

Master of Arts

Liberal and Professional Studies

The Master of Arts in Liberal and Professional Studies is designed to further professional development on the basis of communication skills, critical thinking, and social and behavioral studies. The program is directed toward both traditional and non-traditional students who are either already in the work force or are making the transition from an undergraduate degree in the arts and sciences to a professional setting. Unlike traditional master's programs, which focus on developing skills in one specific discipline, graduate liberal studies emphasizes the interrelated nature of knowledge and brings the expertise of different disciplines to bear. This degree program combines the interdisciplinary nature of liberal studies with a focus on professional development. Students who have a firm foundation in the arts and sciences are well positioned to advance professionally, but they often need specific skills that are not covered by traditional majors. This M. A. degree is designed to meet that specific need. The M. A. in Liberal and Professional Studies includes a core of courses in professional ethics, critical thinking, and communication skills and options in international studies, communication studies, leadership studies, and gender and women's studies that specifically address regional needs.

I. Admission Standards

A. Regular Admission

For regular admission the applicant must have:

1. Completed requirements for the baccalaureate degree from a regionally accredited institution
2. A 2.5 overall grade point average or higher on all undergraduate work
3. A score of no less than 450 on the verbal and quantitative sections of the Graduate Record Examination (GRE)
4. Two letters of recommendation
5. Letter of Intent

B. Provisional Admission

For provisional admission the application must have:

1. Completed requirements for the baccalaureate degree from a regionally accredited institution.
2. A 2.2 overall grade point average or higher on all undergraduate work.
3. A score of no less than 400 on the verbal and quantitative sections, and analytical section of the Graduate Record Examination (GRE).
4. Three letters of recommendation

5. Letter of Intent
6. Students may be reclassified as regular admission provided they have completed three AASU courses, approved by their advisor, with a grade of no less than B. Students may be required to complete additional courses prior to reclassification.

II. Standards of Progression and Graduation

A. Time Limit

All degree requirements must be completed within seven years.

B. Program of Study

Students will formalize a program of study with their major advisor. Students must choose a concentration in one of the following: international studies, leadership studies, or women’s studies. The student, major advisor, and program coordinator will sign the program of study and submit it with the application for graduation two semesters prior to graduation. If any change in the approved program of study is required, an amended program of study signed by the advisor and the student must be submitted and approved by the Office of Graduate Studies of graduate studies. Fifty percent of the program must be completed at the 7000-8000 levels.

C. Graduation Requirements

The student must maintain a 3.0 overall average of all graduate courses completed.

III. Program of Study

A. Core Courses (12 hrs)

ENGL 7100	Professional Communication Strategies.....	3
PHIL 7100	Professional and Applied Ethics	3
COMM 7200	Organizational Communication in Diverse Contexts	3
SOCI 7100	Critical Thinking Skills and Methods of Applied Research	3

Students select a concentration of four courses from one of the following tracks:

B. Track One – Communication Studies(12 hrs.)

COMM 5050G	Interpersonal Communication in the Workplace
COMM 5100G	Communication Theory
COMM 5200G	Nonverbal Communication
COMM 5500G	Communication Between the Genders
COMM 7500	Topics in Communication
ENGL 5730G	Rhetoric
PSYC 5150G	Conflict Resolution

Track Two – Gender & Women’s Studies (12 hrs.)

GWST 5000G	Topics in Gender and Women’s Studies
GWST 5500G	Topics in Women’s Leadership
GWST 5700G	Perspectives in Feminist Theory
GWST 7900	Directed Readings
ARTS 5770G	Art and Identity
ARTS 5760G	History of Photography
ENGL 5340G	Literature by Women
FILM 5025G	Popular Culture Theory and Criticism
HIST 5660G	Topics in the History of Women and Gender In America
PUBH 5570G	Women and Minority Health Issues
PUBH 5575G	Human Sexuality

Track Three – International Studies (12 hrs.)

ECON 5200G	International Trade
ECON 5340	International Finance
HIST 5100G	Topics in Latin American History
HIST 5200G	Topics in African History
HIST 5250G	Topics in Asian History
HIST 5300G	History of Russian/Soviet Foreign Policy
POLS 5130G	Political Terrorism
POLS 5210G	International Law
POLS 5220G	International Relations Theory
POLS 5230G	Constitutional Law of Foreign Policy

POLS 5250G	International Organizations
POLS 5260G	Media and Politics in Latin America
POLS 5270G	Intelligence and National Security Policy
POLS 5280G	Seminar in Global Politics
POLS 5290G	American Foreign Policy
POLS 5420G	Politics of the Middle East
POLS 5430G	Governments of Africa
POLS5440G	Latin American Politics
SOCI/POLS 5450G	Political Sociology of Nationalism
POLS 5460G	Governments of East Asia
POLS 5490G	Political Transformation of the Former Soviet Union
POLS 5510G	Third World National Security
POLS 5535G	Public Leadership and Ethics in Theory and Practice
POLS 5560G	Comparative Foreign Policy

Track Four – Leadership Studies (12 hrs.)

ADMT 7430	Principles of Financial Management for Effective Leadership
ADMT 7410	Organization Theory and Organizational Behavior
ADMT 7400	Human Resources Management
MHSA 8500	Leadership Seminar
LEAD 7100	Organizational Dynamics in Multicultural Societies
LEAD 7200	Leadership in the Public Arena: From Ideas to Action
LEAD 7300	Selected Issues in Leadership Studies
POLS 5535G	Public Leadership and Ethics in Theory and Practice
PSYC 5010	Special Topics in Psychology
G and --20G	
PSYC 5150G	Conflict Resolution
PSYC 5200G	Industrial and Organizational Psychology
PSYC 5300G	Leadership And Group Dynamics
GWST 5500G	Topics in Women’s Leadership

C. Approved Elective (3 hrs.)

MALP 8200	Comprehensive Project.....	3
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Total..... 30

COURSE OFFERINGS

LIBERAL AND PROFESSIONAL STUDIES

- LEAD 7100 ORGANIZATIONAL DYNAMICS IN MULTICULTURAL SOCIETIES 3-0-3
A study of organizational dynamics and leadership skills in the contexts of education, politics, and the work place. Emphasis on the theory and practice of individual and institutional behaviors in multicultural societies.
- LEAD 7200 LEADERSHIP IN THE PUBLIC ARENA: FROM IDEAS TO ACTION 3-0-3
Examination of the leadership necessary to move from ideas to action on public issues. Course explores the unique role of the public sector in society and will compare leadership issues in public sector and private sector organizations
- LEAD 7300 SELECTED ISSUES IN LEADERSHIP STUDIES 3-0-3
Prerequisite: Admission to the MALPS program or by permission of the instructor
Reading, research, practice, and discussion devoted to selected topics in Leadership Studies. Topics may include leadership in literature, creativity and leadership, communication skills and strategic leadership, and leadership in team-based organizations. May be repeated for credit as topics change.
- MALP 8200 COMPREHENSIVE PROJECT 3-0-3
Prerequisite: Completion of course work
Individually designed project involving applied research and/or off-campus study in an appropriate setting. Oral presentation of the project is required. Upon completion of the project, students will present the formal written report to their master's project committee. The report must be approved to satisfy the requirement for the master's degree. Graded on an S or U basis.

College of Science and Technology

George C. Shields, Dean

Organization and Degrees

The College of Science and Technology offers graduate courses from the academic units of biology, chemistry and physics, computer science, criminal justice, mathematics, and psychology. Graduate degree programs are offered in computer science and criminal justice.

Biology

Robert Gregerson, Head

COURSE OFFERINGS

BIOLOGY

- BIOL 5810G HUMAN PHYSIOLOGY 3-0-3
Functioning of human organs and systems. Some neuromuscular and cardiopulmonary emphasis.
- BIOL 6000 SPECIAL TOPICS IN BIOLOGY 3-0-3
Prerequisite: Permission of instructor/department
A consideration of topics and issues in biology.

Chemistry and Physics

Will Lynch, Department Head

COURSE OFFERINGS

ASTRONOMY

- ASTR 6100 STELLAR ASTRONOMY 3-0-3
A review of stellar astronomy. Stars, evolution of stars, galaxies, active galaxies and quasars, structure of the universe, and cosmology. This course is a survey of stellar astronomy but is designed primarily for students enrolled in graduate education programs, and credit may not be earned in both ASTR 3100 and ASTR 6100.

CHEMISTRY

CHEM 5500G CHEMISTRY SEMINAR 2-0-2

Prerequisite: CHEM 2102

Use of chemical journals, references, and electronic information sources. Includes a variety of oral and written assignments. Chemistry faculty involved in assessments.

CHEM 5600G CHEMICAL SAFETY 2-0-2

Prerequisite: CHEM 2102

Standard laboratory safety practices emphasizing the hazardous properties of chemicals, safe storage, chemical disposal, and government regulations.

CHEM 5700G HISTORY OF CHEMISTRY 3-0-3

Prerequisite: CHEM 1212, PHSC 1212

Survey of the development of chemistry and its relationship to the study of science. Prominent chemists, chemical theories, and implications of science covered. Written and oral presentations.

CHEM 6971 INDEPENDENT STUDY I V-V-(1-4)

Prerequisite: Permission of instructor/department

Qualified students write acceptable research reports and perform literature searches and supervised laboratory experimentation. Proposed work must be approved in writing by supervising faculty and department head prior to initiation. Graded on a S or U basis.

CHEM 6972 INDEPENDENT STUDY II V-V-(1-4)

Prerequisite: Permission of instructor/department

Qualified students write acceptable research reports and perform literature searches and supervised laboratory experimentation. Proposed work must be approved in writing by supervising faculty and department head prior to initiation. Graded on a S or U basis.

CHEM 6973 INDEPENDENT STUDY III V-V-(1-4)

Prerequisite: Permission of instructor/department

Qualified students write acceptable research reports and perform literature searches and supervised laboratory experimentation. Proposed work must be approved in writing by supervising faculty and department head prior to initiation. Graded on a S or U basis.

CHEM 7020 CHEMISTRY FOR SECONDARY SCIENCE TEACHERS V-V-(1-4)

Prerequisite: Permission of instructor/department

Topics in chemistry with emphasis on their application to the secondary science classroom. Hands-on activities may include demonstrations, laboratory experiments, and computer technology.

CHEM 7940 CHEMISTRY FOR MIDDLE GRADES TEACHERS V-V-(1-4)

Prerequisite: Permission of instructor/department

Topics in chemistry with emphasis on their application to the middle grades classroom. Hands-on activities may include demonstrations, laboratory experiments, and computer technology.

GEOLOGY

GEOL 6100 HISTORICAL GEOLOGY 3-0-3

A review of the history of the earth. Determining geologic time, the history of life as revealed in the fossil record, reconstructing a chronology of events from associated rock bodies. This course is a survey of historical geology but is designed primarily for students enrolled in graduate education programs. Credit may not be earned in both GEOL 3100 and GEOL 6100.

METEOROLOGY

METR 6100 METEOROLOGY 3-0-3

A review of the field of meteorology. A description of the atmosphere and the physical laws that describe atmospheric phenomena. This course is a survey of meteorology but is designed primarily for students enrolled in graduate education programs. Credit may not be earned in both METR 3100 and METR 6100.

OCEANOGRAPHY

OCEA 6100 OCEANOGRAPHY 3-0-3

A review of the basic principles of oceanography. The distribution of water over the earth, nature and relief of the ocean floors, tides and currents, chemical properties of sea water and constituents, and application of oceanographic research. This course is a survey of oceanography but is designed primarily for students enrolled in graduate education programs, and credit may not be earned in both OCEA 3100 and OCEA 6100.

PHYSICAL SCIENCE

PHSC 7150 PLANET EARTH 3-0-3

Prerequisite: Permission of instructor/department

Integration of geological, meteorological, and oceanographic changes as affecting earth.

PHSC 7640 PHYSICAL SCIENCE FOR MIDDLE/ HIGH SCHOOL TEACHERS V-V-[1-4]

Topics in physical science with emphasis on applications to the middle/high school science classroom. Hands-on activities will include demonstrations, laboratory experiments, and computer technology.

PHSC 7641 PHYSICAL SCIENCE II FOR MIDDLE GRADE TEACHERS V-V-[1-4]

The primary goal of this course is to enhance the content knowledge, laboratory and computer skills of middle school teachers in the area of physical science. Course content will be based on the topics listed in the middle school physical science curriculum guide.

PHSC 7642 SCIENCE PROCESS SKILLS FOR TEACHERS V-V-(1-4)

Content is designed to assist participants in the successful design of K-12 research and science projects.

PHSC 7950 SCIENCE FOR ELEMENTARY TEACHERS V-V-(1-4)

Prerequisite: Permission of instructor/department

Acquaints the student with problems encountered in teaching elementary physical science. Emphasis on the discovery process and other teaching strategies.

PHYSICS

PHYS 7020 PHYSICS FOR SECONDARY SCIENCE TEACHERS V-V-(1-4)

Prerequisite: Permission of instructor /department

Topics in physics with emphasis on their application to the secondary science classroom. Hands-on activities may include demonstrations, laboratory experiments, and computer technology.

PHYS 7940 PHYSICS FOR MIDDLE GRADES TEACHERS V-V-(1-4)

Prerequisite: Permission of instructor/department

Topics in physics with emphasis on their application to the middle grades classroom. Hands-on activities may include demonstrations, laboratory experiments, and computer technology.

Computer Science

Ashraf Saad, Department Head

The overall mission of the computer science program is to have students be prepared for employment in business or industry in the wide variety of positions in which computer science is required, have students be prepared to enter graduate school in computer science or a cognate field, have students develop fundamental skills in computer science in order to be in a position to adapt to rapid technological changes, and have students develop an understanding of the algorithmic approach to problem solving including the development, representation, communication, and evaluation of algorithms.

[Master of Science in Computer Science \(MSCS\)](#)

Ray R. Hashemi, Graduate Coordinator

The main objectives of the computer science program are to provide a solid foundation in theoretical computer science so that graduates will have the fundamentals necessary to evolve with the discipline and to provide cutting edge graduate course work in core computer science areas.

I. Admission Standards

For admission to the MSCS program, the applicant must have completed an application for admission to the School of Graduate Studies at AASU. Three recommendation letters, a Letter of Intent, two official undergraduate transcripts, general test GRE scores, and a certificate of immunization are also required prior to admission to the program. There are three classes of admission: regular admission, provisional admission, and limited admission.

A. Regular Admission

Regular admission requires all of the following conditions be met:

1. Bachelor of Science in computer science or a bachelor's in a related field. Applicant must have completed the undergraduate course work equivalent to the following:
 - CSCI 1301 (Introduction to Programming Principles).
 - CSCI 1302 (Advanced Programming Principles).
 - CSCI 2410 (Data Structures and Algorithms).
 - CSCI 2620 (Discrete Structures for Computer Science).
 - CSCI 3201 (Computer Organization and Architecture I).
 - CSCI 3321 (Software Engineering).
 - CSCI 3720 (Database Systems).
2. An undergraduate cumulative GPA of at least 2.7.
3. GRE verbal greater than 450, GRE quantitative greater than 500, and GRE analytical writing of 4.0 or higher.

B. Provisional Admission

Provisional admission requires that all of the following conditions be met:

1. Bachelor of Science in computer science or a bachelor's in a quantitative field.
2. An undergraduate cumulative GPA of at least 2.4.
3. GRE verbal greater than 400, GRE quantitative greater than 450, and GRE analytical writing of 3.0 or higher.

Students who are admitted provisionally are required to meet with the graduate coordinator to determine the appropriate course of study. Depending on their background a student will complete with a GPA of at least 2.7 all or a subset of the courses listed in item 1 for regular admission.

C. Limited Admission Status

Limited admission status can be granted to graduating seniors. Limited admission requires all of the following conditions be met:

1. Senior about to complete a bachelor of science in computer science or a bachelor's in a related field (for example, computer engineering, mathematics, or physics), plus substantial background in computer science.
2. An undergraduate cumulative GPA of at least 2.7.

Note: Seniors who are granted limited admission to the program are restricted to taking two 5000G courses while undergraduates.

II. Standards of Progression and Graduation

A. A program of study must be maintained for each student. The program of study (signed by the student, advisor, and program coordinator) must be forwarded to the dean of the School of Graduate Studies accompanying the student's application for graduation. Students are required to complete thirty hours of study. At least fifteen of these hours are from advanced graduate courses. The program has a required technical writing component. The Master's Project CSCI 8200, or Thesis CSCI 8210, required of all students, serves as a capstone course. Students must complete at least eighteen hours of graduate study before enrolling in CSCI 8200 or CSCI 8210. Students must achieve a grade of C or higher to receive credit for a class and must maintain a grade point average of 3.0 or higher in the program.

B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.

C. The student must apply for graduation two semesters before the date of graduation.

III. Program of Study

A. Core Required Course (3 semester hours)

CSCI 6100 Technical Writing 3

B. Foundation Courses (maximum 12 semester hours)

CSCI 5100G Object-oriented Programming..... 3
 CSCI 5210G High Performance Computing 3
 CSCI 5220G Data Communications and Networks..... 3
 CSCI 5322G Advanced Software Engineering..... 3
 CSCI 5342G Advanced Operating Systems 3
 CSCI 5343G Systems Programming Under Unix..... 3
 CSCI 5350G Compiler Theory..... 3
 CSCI 5370G Handheld And Ubiquitous Computing..... 3
 CSCI 5410G Analysis Of Algorithms 3
 CSCI 5360G Embedded Systems Programming 3
 CSCI 5520G Rapid Java Development 3
 CSCI 5610G Numerical Analysis..... 3
 CSCI 5700G Computer Security 3
 CSCI 5720G Advanced Database Systems..... 3

CSCI 5735G Data Mining..... 3
 CSCI 5820G Machine Learning..... 3
 CSCI 5825G Artificial Intelligence..... 3
 CSCI 5830G Computer Graphics..... 3
 CSCI 5835G Graphics Rendering Principles 3

C. Fundamental Courses (minimum 9 semester hours)

CSCI 7200 Real-time System Concepts and Implementation 3
 CSCI 7300 Computer Networks..... 3
 CSCI 7320 Software Development Process 3
 CSCI 7400 Transaction Processing 3
 CSCI 7500 Mobile Computing..... 3
 CSCI 7600 Collaborative Computing..... 3
 CSCI 7830 Current Trends in Computer Graphics..... 3
 CSCI 8100 Special Topics..... 3

D. Comprehensive Project (6 semester hours)

CSCI 8200 Master’s Project..... 6
 CSCI 8210 Master’s Thesis..... 6

COURSE OFFERINGS

COMPUTER SCIENCE

CSCI 5100G OBJECT-ORIENTED PROGRAMMING 3-0-3

An advanced study of the object-oriented paradigm for software development. Topics include abstract data types, classes, contracts, design patterns, inheritance, polymorphism, OO languages, and design methods. Essential background material for this course is covered in CSCI 3321 (Software Engineering) or equivalent.

CSCI 5210G HIGH PERFORMANCE COMPUTING 3-0-3

High performance software development for modern hardware. Optimization techniques at the algorithm, architecture, and processor levels. Introduction to practical vector, multi-threaded, and parallel computing concepts. Programming required. Essential background for this course is covered in CSCI 2490 (C++) and CSCI 3341 (Operating Systems) or equivalents.

CSCI 5220G DATA COMMUNICATIONS AND NETWORKS 3-0-3

Introduction to data communications and networking. Topics include communications media, codes, data transmission, multiplexing, protocols, and layered networks. Essential background material for this course is covered in CSCI 3202 (Organization and Architecture) or equivalent.

CSCI 5322G ADVANCED SOFTWARE ENGINEERING 3-0-3

Advanced software engineering principles, including software processes and methodologies, CASE tools, software metrics, software quality assurance, reusability and reengineering, and future trends. Major project encompassing some or all of these concepts. Essential back-ground material for this course is covered in CSCI 3321 (Software Engineering) and CSCI 3720 (Database Systems).

CSCI 5342G ADVANCED OPERATING SYSTEMS 3-0-3

Case studies of UNIX(tm) and/or similar operating systems. Elementary knowledge of C/C++ required. Essential background material for this course is covered in CSCI 3341 (Operating Systems) or equivalent.

CSCI 5343G SYSTEMS PROGRAMMING UNDER UNIX 3-0-3

UNIX(tm) system programming techniques in C. Topics include I/O forking, pipes, signals, interrupts software tools, macros, conditional compilation, passing values to the compiler, lint, symbolic debugging, source code control, and libraries. Essential background material for this course is covered in CSCI 2490 (C++) and CSCI 3341 (Operating Systems), or equivalents.

- CSCI 5350G COMPILER THEORY 3-0-3
Programming language translation and basic compiler implementation techniques, formal grammars and languages, specification of syntax and semantics, lexical analysis, parsing, and semantic processing. A major project encompassing some or all of these concepts. Essential background material for this course is covered in CSCI 3330 (Comparative Languages) and CSCI 3510 (Theory of Computation), or equivalent.
- CSCI 5360G EMBEDDED SYSTEMS PROGRAMMING 3-0-3
Developing applications for embedded microprocessors including virtual machine architectures, data communications, time critical I/O, cross compiling, and debugging techniques. Essential background material for this course is covered in CSCI 3202 (Organization and Architecture) or equivalent.
- CSCI 5370G HANDHELD AND UBIQUITOUS COMPUTING 3-0-3
Survey of personal digital assistants (PDAs) and ubiquitous computing hardware, operating systems, virtual machines, and APIs. Development of PDA applications, cross compiling and hardware emulation, PDA GUI design, infra-red and wireless data communications, and desktop conduit development. Essential background material for this course is covered in CSCI 3202 (Organization and Architecture) or equivalent.
- CSCI 5410G ANALYSIS OF ALGORITHMS 3-0-3
Advanced techniques for designing and analyzing efficient algorithms for combinational, algebraic, and numbertheoretic problems. Essential background material for this course is covered in CSCI 2410 (Data Structures) or equivalent.
- CSCI 5520G RAPID JAVA DEVELOPMENT 3-0-3
Study of rapid application development techniques for producing software with minimum coding. Includes component-based software development, JavaBeans, event delegation model, model-view approach, and Swing components. Essential background material for this course is covered in CSCI 2410 (Data Structures) or equivalent.
- CSCI 5610G NUMERICAL ANALYSIS 3-0-3
Introductory numerical analysis and scientific computation. Topics include computer arithmetic, numerical error, polynomial interpolation, systems of linear equations, iterative methods for nonlinear equations, least squares approximation, and numerical integration. Essential background material for this course is covered in MATH 2072 (Calculus II) and CSCI 1301 (Introduction to Programming), or equivalents.
- CSCI 5700G COMPUTER SECURITY 3-0-3
Key concepts and algorithms involved in cryptography and computer security. Includes intrusion detection, firewalls, and digital signatures. Essential background material for this course is covered in CSCI 5220U or CSCI 5220G (Computer Networks) or CSCI 5410U or CSCI 5410G (Algorithms) or equivalent.
- CSCI 5720G ADVANCED DATABASE SYSTEMS 3-0-3
Survey of database systems, query processing and optimization, transactions, currency control, security, XML, Web data, and Internet commerce. Essential background material for this course is covered in CSCI 3720 (Database Systems) or equivalent.
- CSCI 5735G DATA MINING 3-0-3
Study of data mining functionalities including Characterization and discrimination, classification and prediction, cluster analysis, association analysis, outlier analysis, evolution analysis; Data mining system architectures; data mining query languages; and OLAP technology for data mining. Multiple projects encompassing a number of the discussed concepts. Essential background material for this course is covered in CSCI 3720 (Database Systems) or equivalent.
- CSCI 5820G MACHINE LEARNING 3-0-3
Pattern matching and classification with an emphasis on developing applications using diverse machine learning methods, including decision trees, neural networks, clustering, and hidden Markov models. Includes a major project encompassing some or all of these concepts. Essential background material for this course is covered in CSCI 2410 (Data Structures) or equivalent.
- CSCI 5825G ARTIFICIAL INTELLIGENCE 3-0-3
An introduction to machine intelligence, problem solving paradigms, search in state spaces, inference methods, expert systems, game trees, natural language understanding, intelligent agents, multi-agent systems, robotics, and logic and theorem proving. Essential background material for this course is covered in CSCI 3330 (Comparative languages) or equivalent.

- CSCI 5830G COMPUTER GRAPHICS 3-0-3
Introduction to computer graphics programming. Topics include graphics programming standards, two- and three-dimensional rendering pipelines, geometric models (including primitives, fonts, curves, and surfaces), affine transformations, orthogonal and perspective views, shading and lighting models, images and texture mapping, interactions and animations. Major project encompassing some or all of these concepts. Essential background material for this course is covered in CSCI 2410 (Data Structures) or equivalent.
- CSCI 5835G GRAPHICS Rendering Principles 3-0-3
Fundamentals of rendering algorithms, modern graphics architectures, and the mapping between the two. Detailed discussion of color, transformation, rasterization, lighting, texture mapping, shading, shadowing, and blending algorithms. Review of non real-time as well as non photo-realistic methods. Multiple projects encompassing a number of the discussed approaches. Essential background material for this course is covered in CSCI 2490 (C++) and MATH 2160 (Discrete Structure) or equivalent.
- CSCI 6100 TECHNICAL WRITING 3-0-3
Issues of technical writing and effective presentation of computer science. Preparation of documents, papers, books, and computer programs. Includes a term paper and presentation.
- CSCI 6999 Independent Study V-V-(1-3)
In depth study of a specific issue in computer science that is not presented through regular courses. Essential background material for this course is determined by instructor.
- CSCI 7200 REAL-TIME SYSTEM CONCEPTS AND IMPLEMENTATION 3-0-3
Prerequisite: CSCI 3341 (Operating Systems) or equivalent
Principles, reviews, and uses of real-time systems in robotics, manufacturing, and multimedia applications.
- CSCI 7300 COMPUTER NETWORKS 3-0-3
Prerequisite: CSCI 5220U or CSIC 5220G (Data Communications and Networks) or equivalent
Fundamentals of computer networks. Includes topologies, routing, congestion control, multimedia, protocols, and management.
- CSCI 7320 SOFTWARE DEVELOPMENT PROCESS 3-0-3
Prerequisite: CSCI 3321 (Software Engineering) or equivalent
Process of developing software systems. Includes the development and assessment of processes, their instantiation in product development, and techniques relating to quality assurance.
- CSCI 7400 TRANSACTION PROCESSING 3-0-3
Prerequisite: CSCI 3341 (Operating System) and either CSCI 5220U or CSCI 5220G (Data Communications and Networks), or equivalent
Study of technology supporting large scale distributed computing on the Internet, especially e-commerce. Includes the transaction abstraction, queuing and workflow, fault tolerance, distributed transactions, recovery algorithms, and data replication.
- CSCI 7500 MOBILE COMPUTING 3-0-3
Prerequisite: CSCI 5370 (Handheld) or CSCI 5220U or CSCI 5220G Data Communications and (Networks) or equivalent
Fundamentals of mobile computing. Includes mobile IP, TCP over wireless networks, cellular networks, impact of mobility on distributed algorithms, location management, and security.
- CSCI 7600 COLLABORATIVE COMPUTING 3-0-3
Prerequisite: CSCI 3321 (Software Engineering) or equivalent
Study of computer-based systems that support group work. Investigation of the World Wide Web, work flow systems, video conferencing, and virtual reality plus related languages and protocols.
- CSCI 7830 CURRENT TRENDS IN COMPUTER GRAPHICS 3-0-3
Prerequisite: CSCI 5830U or CSCI 5830G (Computer Graphics) or equivalent
Computer image synthesis and interactive computer graphics applications focusing on state-of-the-art algorithms and techniques.

- CSCI 8100 SPECIAL TOPICS 3-0-3
Topics of current interest in computing.
- CSCI 8200 MASTER'S PROJECT V-V-(1-6)
Comprehensive project involving the synthesis of existing knowledge and the application of it to a current problem in computer science. Oral and written presentation of the project to the public is required. Graded on an S or U basis.
- CSCI 8210 THESIS V-V (1-6)
A scientific investigation of a selected problem in computer science resulting in a written and orally defended thesis. Graded on an S or U basis.

INFORMATION TECHNOLOGY

- ITEC 5001G CYBER SECURITY I 3-0-3
Current standards and best practice in information assurance and security. Topics include evaluation of security models, risk assessment, threat analysis, security implementation, disaster recovery planning, and security policy formulation and implementation. Cross listed with CRJU 5001G.
- ITEC 5002 G CYBER SECURITY II 3-0-3
Prerequisite: ITEC 5001G
Concepts of countermeasures and safeguards such as remote access controls, firewalls, intrusion detection systems, virtual private networks, data encryption. Cross-listEd with CRJU 5002G.

Psychology

Jane Wong, Department Head

COURSE OFFERINGS

PSYCHOLOGY

- PSYC 5010G SPECIAL TOPICS IN PSYCHOLOGY 3-0-3
and --20G *Prerequisite: PSYC 1101*
Upper-level courses not otherwise offered in the psychology curriculum. Various substantive topics, theoretical issues and problems. Possibilities to repeat with different topics. No more than two such courses counted in the minor. Special topics courses may satisfy sections II-V of the major course requirements at the discretion of the department head.
- PSYC 5060G BASIC BEHAVIOR PRINCIPLES AND BEHAVIOR MODIFICATION 3-0-3
Prerequisite: Acceptance to the Graduate School or baccalaureate degree in psychology.
Basic principles underlying behavior change, with particular focus on the acquisition and maintenance of desirable behaviors and the reduction or elimination of undesirable behaviors.
- PSYC 5061G ADVANCED BEHAVIORAL ASSESSMENT 3-0-3
Prerequisite: PSYC 5060U or 5060G; and acceptance to the Graduate School or baccalaureate degree in psychology.
Methods of observing and measuring human behavior; collecting, analyzing, summarizing, and presenting behavioral data; and verifying outcomes experimentally. Includes examination of single-subject experimental designs, the ethics of behavioral assessment, and a practicum experience.
- PSYC 5062G ADVANCE BEHAVIOR CHANGE TECHNIQUES 3-0-3
Prerequisite: PSYC 5061U or PSYC 5061G; and acceptance to the Graduate School or baccalaureate degree in psychology.
Seminar in which students design, implement, and evaluate behavior change programs. Includes a comprehensive survey of recent literature on applied behavior analysis in clinical, education, vocational, and social settings and examination of ethical issues surrounding behavior change programs.
- PSYC 5150G CONFLICT RESOLUTION 3-0-3
Social processes of conflict between parties (individuals or groups) and techniques for collaborative resolutions, with special emphasis on mediation processes.

PSYC 5200G INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 3-0-3

Applications of psychological principles to business and professional settings, including power politics, leadership, organization development, job analysis, performance appraisal, and employee selection.

PSYC 5300G LEADERSHIP AND GROUP DYNAMICS 3-0-3

Exploration of the social psychological approach to leadership development and the role of the leader in influencing group dynamics. Emphasis on the application of research findings in social psychology to the development of leadership skills.

Faculty and Administration

Faculty Roster

This list includes full-time members of the teaching corps or administrative staff who have voting privileges, or full or associate graduate faculty status. The number in parentheses after the name represents the initial year of employment at Armstrong Atlantic State University. Asterisk indicates full graduate faculty status.

- Adams, Alice M. (2003)
Assistant Professor of Health Sciences
M.S.H.A., University of Alabama at Birmingham
M.B.A., Tulane University
A.B., Duke University
- *Adams, David (2001)
Associate Professor of Health Sciences
Ph.D., University of Florida
M.P.H., Ohio State University of Medicine
M.A., Washington University – St. Louis
B.A., Emory University
- Alexander, Judith (2000)
Associate Professor of Nursing
D.N.S., Indiana University
M.S.N., Indiana University
B.S.N., University of Manitoba
- * Andrews, Carol M. (1988)
Associate Professor of English
Ph.D., Vanderbilt University
M.A., Vanderbilt University
B.A., Furman University
- * Arens, Olavi (1974)
Professor of History
Ph.D., Columbia University
M.A., Columbia University
A.B., Harvard University
- * Baker, Christopher P. (1994)
Professor of English
Ph.D., University of North Carolina
M.A., University of North Carolina
B.A., St. Lawrence University
- * Barnard, Jane T. (1980)
Associate Professor of Mathematics
Ed.S., Georgia Southern College
M.S., Georgia Southern College
B.S., Georgia Southern College
- * Bennett, Katherine (1997)
Associate Professor of Criminal Justice
Ph.D., Sam Houston State University
M.C.J., University of South Carolina
B.S., University of South Carolina – Spartanburg
- * Bergin, Joyce (1992)
Professor of Education
Ed.D., East Texas State University
M.Ed., College of William and Mary
M.L.S., Texas Woman's College
B.A., Virginia Polytechnic Institute
- Blossman, M. Ellen (1995)
Associate Professor of Spanish
Ph.D., Louisiana State University
M.A., Louisiana State University
B.A., Louisiana State University
- Bossler, Adam (2005)
Assistant Professor of Criminal Justice
Ph.D., University of Missouri, St. Lewis
M.S., Illinois State University
B.S., Truman State University
- Brawner, James (1997)
Associate Professor of Mathematics
Ph.D., University of North Carolina – Chapel Hill
B.A., Williams College
- * Brooks, Donna (1995)
Department Head, Communication Sciences & Disorders
Associate Professor of Speech-Language Pathology
Ph.D., Purdue University
M.A., Hampton Institute
B.S., Hampton Institute
- * Brush, Sabitra S. (1993)
Associate Professor of Chemistry
Ph.D., Florida State University
M.S., Florida State University
B.S., University of the West Indies
- Buelow, Janet (2007)
Associate Professor of Health Sciences
Ph.D., University of Illinois, Chicago
M.P.H., University of Illinois, Chicago
M.S.N., Loma Linda University
B.S., University of the West Indies

- Cannon, Uzzie Teresa (2004)
 Assistant Professor of English
 Ph.D., University of North Carolina at Greensboro
 M.A., Winthrop University
 B.A., Southern Wesleyan University
- Cato, Thomas (1993)
 Department Head of Art, Music & Theatre
 Professor of Art
 Ed.D., University of Georgia
 M.Ed., Valdosta State College
 B.F.A., Valdosta State College
- *Cebula, Richard (1999)
 Eminent Scholar in Economics
 Professor of Economics
 Ph.D., Georgia State University
 M.A., University of Georgia
 A.B., Fordham College
- Clark, Jaime F. (2006)
 Assistant Professor of Health Sciences
 J.D., University of Alabama
 M.S., University of Southern Mississippi
 B.S., University of South Alabama
- * Coberly, Patricia (1996)
 Associate Professor of Education
 Ed.D., University of Arkansas
 M.Ed., University of Arkansas
 B. S., Arkansas Tech University
- * Cooksey, Thomas L. (1987)
 Professor of English and Philosophy
 Ph.D., University of Oregon
 M.A., California Polytechnic State University
 B.A., University of California
- * Crosby, Joseph (1995)
 Professor of Health Sciences
 Ph.D., University of Georgia
 B.S., University of Georgia
- da Cruz, Becky Kohler (2005)
 Assistant Professor of Criminal Justice
 J.D., University of Dayton
 B.A., Wright State University
- *da Cruz, Jose de Arimateia (2003)
 Assistant Professor of Political Science
 Ph.D., Miami University
 M.A., Miami University
 B.A., Wright State University
- Daugherty, William (1997)
 Assistant Professor of Political Science
 Ph.D., Claremont Graduate School
 B.A., University of California-Irvine
- * Davies, George (2004)
 Professor of Physical Therapy
 DPT, MGH Institute of Health Professions
 M.Ed., College of New Jersey
 B.A., College of New Jersey
- Deaver, William (1994)
 Associate Professor of Spanish
 Ph.D., Florida State University
 M.A., University of Virginia
 B.A., University of Virginia
- Desnoyers-Colas, Elizabeth (2005)
 Assistant Professor of Communication
 Ph.D., Regent University
 M.A., Regent University
 B.A., Central Washington University
- Donahue, Michael
 Vice President for External Affairs ,
 Professor of Criminal Justice
 Ph.D., Michigan State University
 M.S., University of South Carolina
 B.A., University of North Carolina, Charlotte
- *Eaton, Kalenda
 Assistant Professor of English
 Ph.D. The Ohio State University
 M.A. The Ohio State University
 B.A. Dillard University
- Farrell, Sarah (2005)
 Assistant Professor of Psychology
 Ph.D., Northern Illinois University
 M.A., Minnesota State University, Mankato
 B.A., University of Iowa
- * Fertig, Barbara (1992)
 Professor of History
 Ph.D., Georgia Washington University
 B.S., Skidmore College
- * Finlay, Mark (1992)
 Interim Dean of Liberal Arts
 Professor of History
 Ph.D., Iowa State University
 M.A., Iowa State University
 B.A., Grinnell College
- Gilbert, Catharine (2003)
 Associate Professor of Nursing
 Ed.D. Georgia Southern University
 M.S.N. University of Toronto
 B.S.N. Ryerson Polytechnic University
- * Greenlaw, Raymond (1998)
 Professor of Computer Science
 Ph.D., University of Washington
 M.S., University of Washington
 B.A., Pomona College

- * Hall, Michael (1997)
Associate Professor of History
Ph.D., Ohio University
M.A., Ohio University
B.A., Gettysburg College
- Hannigan, Patrick (2006)
Assistant Professor of Education
Ed.D., Nova Southeastern University
M.S., Western Connecticut State University
B.A., University of Connecticut
- Harper, Susan (2005)
Assistant Professor of Health Services Administration
Ph.D., University of Chicago
M.P.H., Tulane University
- * Harwood, Pamela L. (1985)
Department Head of Special and Adult Education
Associate Professor of Education
Ed.D., Auburn University
M.A., Appalachian State University
B.S., Appalachian State University
- Hamza-Lup, Felix G. (2006)
Assistant Professor of Computer Science
Ph.D., University of Central Florida
M.S., University of Central Florida
B.Sc., Technical University of Cluj-Napoca
- * Hendricks, Christopher E. (1993)
Associate Professor of History
Ph.D., The College of William and Mary
M.A., The College of William and Mary
B.A., Wake Forest University
- Hepting, Nancy H. (2002)
Assistant Professor of Speech/Language Pathology
Ph.D., University of Pittsburgh
M.S., California University of Pennsylvania
B.S., Clarion State College
- Hobe, John J. (1991)
Professor of Education
Ed.D., University of San Francisco
M.A., California State University
B.S.Ed., Bowling Green State University
- * Hoffman, Lorrie L. (2004)
Department Head of Mathematics
Professor of Mathematics
Ph.D., University of Iowa
M.S., University of Illinois at Champaign
B.S., Western Illinois University
- * Hollinger, Karen (1990)
Professor of English
Ph.D., University of Illinois
M.A., Loyola University
B.A., Loyola University
- * Hopkins, June (1998)
Department Head of History
Associate Professor of History
Ph.D., Georgetown University
M.A., California State University – Northridge
M.P.A., Pace University
B.A., University of California – Berkeley
- * Howard, Thomas (1993)
Associate Professor of History
Ph.D., University of California at Berkeley
M.A., University of California at Berkeley
M.A., University of Chicago
B.A., University of Chicago
- * Howells, Elizabeth (2001)
Assistant Professor of English
Ph.D., University of North Carolina – Greensboro
M.A., University of Alabama
B.A., University of Notre Dame
- * Jamison, Carol P. (1993)
Associate Professor of English
Ph.D., University of Georgia
M.A., University of South Alabama
B.A., University of Montevallo
- Jodis, Stephen (1990)
Assistant Dean of Computing
Professor of Computer Science
Ph.D., Auburn University
M.S., Auburn University
B.C.P.E., Auburn University
- * Jones, Thomas Z. (2000)
President
Professor of Geology
Ph.D., Miami University
M.A., West Virginia University
B.A., Fairmont State College
- Kraft, John (1999)
Assistant Professor of Psychology
Ph.D., University of New Hampshire
M.A., University of New Hampshire
B.S., Northern Arizona University
- * Lake, David (1994)
Professor of Physical Therapy
Ph.D., Texas Tech University School of Medicine
M.S., Indiana State University
B.S., University of California
- * Lander, Jennifer (1994)
Associate Professor of Physical Therapy
Ed.D., Nova University
M.S., Long Island University
B.S., Indiana University

- Leaver, J. David (2002)
Assistant Professor of History
Ph.D., University of Wisconsin – Madison
M.A., University of Wisconsin – Madison
P.G.C.E., University of Birmingham, England
B.A., Hertford College, University of Oxford, England
- * LeFavi, Robert G. (1993)
D. Min., University of the South
Ph.D., Auburn University
M.Div., Erskine Theological Seminary
M.B.A., Nova Southeastern University
B.S., University of Florida
- * Liang, Y. Daniel (2000)
Professor of Computer Science
Ph.D., University of Oklahoma
M.S., Fudan University
B.S., Fudan University
- Logan, Brenda (2002)
Assistant Professor of Middle, Secondary, and Adult
Education
Ed.D., Vanderbilt University
M.A., University of Northern Colorado
B.S., Savannah State College
- * Loyd III, Robert J. (1997)
Associate Professor of Education
Ph.D., University of Missouri – Columbia
M.Ed., University of Missouri – Columbia
M.S. Ed., University of Missouri – Columbia
- Mahan, Pamela (2005)
Assistant Professor of Nursing
Ph.D., University of Alabama at Birmingham
M.A., Ball State University
B.S.N., Ball State University
B.S., Ball State University
- Marshall, Wendy (2002)
Assistant Professor of Education
M.Ed., Pennsylvania State University
B.A., Grove City College
- McAdams, Rodney D. (2001)
Assistant Professor of Health Sciences
Ph.D., University of Kansas
M.A., University of Akron
B.A., Emporia State University
- McGrath, Richard (1997)
Associate Professor of Economics
Ph.D., University of Virginia
M.A., University of Virginia
B.A., Framingham State College
- McMillan, Tim (1990)
Associate Professor of Mathematics
Ph.D., University of Florida
M.S., University of Florida
B.S., University of South Carolina
- Mincer, Andi Beth (1996)
Assistant Professor of Physical Therapy
M.S., Georgia State University
B.S., University of Florida
A.A., Pensacola Junior College
- Mink, Michael (2006)
Assistant Professor of Public Health
Ph.D., University of South Carolina
M.P.A., University of North Carolina, Chapel Hill
B.A., College of William and Mary
- Mullenax, Donna (1999)
Instructor of Physics and Astronomy
M.S., Clemson University
B.A., West Virginia University
B.S., West Virginia University
- * Murphy, Dennis D. (1981)
Associate Vice President for Academic Affairs
Professor of Criminal Justice
J.D., University of Florida
Ph.D., University of Florida
M.Ed., University of Florida
B.A., University of Florida
- * Nivens, Anita (1998)
Associate Professor of Nursing
Ph.D., University of South Carolina
M.N., University of South Carolina
B.S.N., Medical University of South Carolina
- * Nordquist, Richard F. (1980)
Director, Faculty Development and General Studies
Professor of English
Ph.D., University of Georgia
M.A., University of Leicester
B.A., State University of New York
- Orton, Christine (2002)
Assistant Professor of Nursing
Ph.D., Hampton University
M.S.N., Hampton University
B.S.N., University of Maryland
- * Price, Michael E. (1993)
Professor of History
Ed.D., University of Georgia
M.A., University of Georgia
B.A., Kansas State University

- Reese, Deborah (1999)
Assistant Professor of English
Ph.D., The University of Texas – Arlington
M.A., The University of Texas – Arlington
B.A., The University of Texas – Arlington
- Remler, Nancy L. (1992)
Associate Professor of English
Ph.D., University of Georgia
M.A., Georgia Southern University
B.S.Ed., University of Georgia
- Rich, Leigh (2006)
Assistant Professor of Public Health
Ph.D., University of Colorado
M.A., The University of Arizona
B.A., University of Colorado
- *Riemann, Bryan (2006)
Associate Professor of Health Sciences
Ph.D., University of Pittsburgh
M.S., University of North Carolina, Chapel Hill
B.S., West Chester University, PA
- Rinalducci, Edward (1999)
Assistant Professor of Sociology
Ph.D., Georgia State University
M.S., Mississippi State University
B.S., Florida State University
- Ruth, Michael (2005)
Instructor of Chemistry and Physics
M.S., Johns Hopkins University
B.S., University of Maryland
- Saadatmand, Yassaman (1989)
Department Head of Economics
Associate Professor of Economics
Ph.D., University of New Hampshire
M.B.A., James Madison University
B.S., National Iranian Oil Company
College of Finance
- *Saad, Ashraf (2007)
Department Head of Computer Science
Associate Professor of Computing
Ph.D. Vanderbilt University
M.S. Cranfield Institute of Technology
B.S. Ain Shams University
- Schwartz, Joan (2002)
Assistant Professor of Education
Ed.D., University of Georgia
Ed.S., Georgia Southern University
M.Ed., Armstrong State College
B.S., Armstrong State College
- Scott, Vann B., Jr. (1997)
Associate Professor of Psychology
Ph.D., North Carolina State University
M.A., Georgia Southern University
A.B., University of North Carolina - Chapel Hill
- Simmons, Jack (2006)
Assistant Professor of Philosophy
Ph.D., Tulane University
M.A., Louisiana State University
B.A., Louisiana State University
- * Skidmore-Hess, Daniel (1993)
Professor of Political Science
Ph.D., University of Wisconsin
M.A., University of Wisconsin
B.A., Oberlin College
- Smith, James (1990)
Associate Professor of English
Ph.D., Vanderbilt University
M.A., Vanderbilt University
B.A., Berry College
- * St. Pierre, Richard W. (1999)
Professor of Health Sciences
Ed.D., University of North Carolina
M.S., University of California – Los Angeles
B.S., Ohio State University
- * Stern, Camille P. (1991)
Department Head of Nursing
Professor of Nursing
Ph.D., University of Texas
M.S.N., University of Alabama
B.S.N., Medical College of Georgia
- * Stover, Lynn (2001)
Associate Professor of Nursing
D.S.N., University of Alabama – Birmingham
M.S.N., University of Alabama – Birmingham
B.S.N., University of Alabama – Birmingham
- * Strauser, Edward B. (1991)
Associate Professor of Education
Ed.D., State University of New York
M.S., Canisius College
B.S., State University of New York
- * Streater, James, Jr. (1988)
Department Head of Health Sciences
Professor of Health Sciences
Ed.D., University of South Carolina
M.Ed., University of South Carolina
B.A., University of South Carolina

- Su, Hongjun (2002)
Assistant Professor of Computer Science
Ph.D., University of Dayton
M.S., Sichuan University
B.S., Sichuan University
- * Taggart, Helen M. (1992)
Professor of Nursing
D.S.N., University of Alabama at Birmingham
M.S.N., Georgia Southern University
B.S.N., Armstrong State College
- * Tanenbaum, Barbara G. (1972)
Assistant Dean, College of Health Professions
Professor of Dental Hygiene
Ed.D., University of Georgia
M.Ed., Armstrong State College
B.S., Medical College of Georgia
- Thomas, Patrick (2002)
Assistant Professor of Education
Ph.D., Kansas State University
M.A., Adams State College
B.A., Southern California College
- * Thompson, Anne W. (1994)
Interim Department Head of Physical Therapy
Associate Professor of Physical Therapy
Ed.D., Georgia Southern University
M.S., Duke University
B.S., The College of William and Mary
- * Tilson, Elwin R. (1982)
Professor of Radiologic Technologies
Ed.D., University of Georgia
M.S., San Francisco State University
B.S., Arizona State University
- Tuck, Linda (2000)
Assistant Professor of Nursing
M.S.N., Armstrong Atlantic State University
M.Ed., Georgia Southwestern College
B.A., College of St. Scholastica
- * Tyler-Hashemi, Ray (2003)
Professor of Computer Science
Ph.D., University of Missouri - Columbia
M.S., University of Missouri - Columbia
B.S., University of Tehran
- Walworth, Margaret E. (1991)
Associate Professor of Education
Ph.D., University of Georgia
M.Ed., Clemson University
B.S., Clemson University
- *Wheeler, David (2007)
Department Head, LLP
Professor of English
Ph.D. University of Virginia
B.A. University of Chicago
B.A. University of Illinois
- * White, Nancy (1994)
Professor of History
Ph.D., American University
M.A., American University
B.A., Mount Holyoke College
- Williams, Learotha (2004)
Assistant Professor of History
Ph.D., Florida State University
M.A., Florida State University
B.S., Florida State University
- Wilson, Zaphon R. (2004)
Department Head of Criminal Justice, Social and Political Science
Associate Professor of Political Science
Ph.D., The Atlanta University
M.A., Appalachian State University
B.A., Appalachian State University
- * Wimer, Gregory (1994)
Associate Professor of Education
Ph.D., Ohio State University
M.S., University of South Carolina
B.S., University of South Carolina
- * Winterhalter, Teresa (1994)
Associate Professor of English
Ph.D., University of Rochester
M.A., University of Rochester
M.A., State University of New York – Cortland
B.S., State University of New York – Brockport
- * Wright, Linda (1994)
Professor of Health Science
Ph.D., Texas Tech University
M.S.P.T., Armstrong Atlantic State University
B.S., Eastern New Mexico University
- *Zhang, Hong (2002)
Professor of Computer Science
Ph.D., University of Pittsburgh
M.A., University of Pittsburgh
M.S.E.E., University of Pittsburgh
B.S., Fudan University

Emeriti Faculty

Adams, Joseph V. (1970-1997)
Professor of Psychology and Dean of Arts and Sciences Emeritus

Douglass, W. Keith (1970-2006)
Professor of Psychology Emeritus

Anderson, Donald D. (1966-1992)
Dean of Community Services and Registrar Emeritus

Duncan, John (1965-1997)
Professor of History Emeritus

Beecher, Orson (1942-1982)
Professor of History Emeritus

Findeis, John (1968-1995)
Assistant Professor of Mathematics Emeritus

Beumer, Ron (1975-2004)
Professor of Biology Emeritus

Gadsden, Ida (1956-1981)
Professor of Education Emerita

Brewer, John G. (1968-1998)
Professor of Chemistry Emeritus

Gross, Jimmie (1967-1997)
Professor of History Emeritus

Brooks, Sammy Kent (1966-1990)
Professor of English Emeritus

Guillou, Laurent, Jr. (1970-2005)
Professor of Biology Emeritus

Brower, Moonyean (1967-1995)
Associate Professor of Biology Emerita

Hansen, John (1967-2002)
Professor of Mathematics Emeritus

Brown, George (1972-2003)
Assistant Professor of Criminal Justice Emeritus

Harmond, Thelma (1963-1981)
Professor of Education Emerita

Buck, Joseph A. III (1971-2004)
Vice President of Student Affairs Emeritus

Harris, Henry (1966-2002)
Professor of Chemistry Emeritus

Chenault, George (1992-2002)
Associate Professor of Education Emeritus

Harris, Karl (1971-1998)
Assistant Professor of English Emeritus

Cochran, John (1979-1991)
Associate Professor of Education Emeritus

Hudson, Anne (1971-1997)
Professor of Mathematics Emerita

Conway, Marian A. (1986-2000)
Assistant Professor of Nursing Emerita

Hudson, Sigmund (1985-1997)
Professor of Computer Science Emeritus

Cross, Deanna S. (1989-2006)
Professor of Nursing Emerita

Jenkins, Marvin (1968-1997)
Assistant Professor of English Emeritus

Davenport, Leslie B., Jr. (1958-1983)
Professor of Biology Emeritus

Killorin, Joseph I. (1947-1988)
Professor of Philosophy & Literature Emeritus

Davis, Lamar W. (1948-1976)
Professor of Business Administration Emeritus

Lane, Joseph (1970-2001)
Professor of Psychology Emeritus

Lanier, Osmos (1965-1997)
Professor of History Emeritus

Lawson, Cornelia (1972-1987)
Professor of Education Emerita

Magnus, Robert E. (1973-1991)
Professor of Criminal Justice Emeritus

Martin, Grace (1980-2002)
Professor of Psychology Emerita

McCarthy, John C. (1962-1990)
Professor of Political Science Emeritus

Megathlin, William L. (1971- 2004)
Professor of Criminal Justice Emeritus

Munson, Richard (1972-2003)
Professor of Mathematics Emeritus

Newberry, S. Lloyd (1968-2000)
Professor of Science Education and Dean of Education Emeritus

Palefsky, Elliot (1971-2004)
Professor of Psychology Emeritus

Patterson, Robert (1966-1998)
Professor of History Emeritus

Pendexter, Hugh III (1965-1983)
Professor of English Emeritus

Pingel, Allen L. (1969-1992)
Professor of Biology Emeritus

Propst, H. Dean (1969-1979)
Professor of English and Vice President and Dean of Faculty Emeritus

Pruden, George (1982-2002)
Professor of History Emeritus

Relyea, Kenneth G. (1990-2006)
Professor of Biology Emeritus

Repella, James F. (1976-2001)
Professor of Nursing and Dean of Health Professions Emeritus

Rhee, Steve (1974-2003)
Professor of Political Science Emeritus

Robbins, Paul (1966-1986)
Professor of Chemistry Emeritus

Robinson, Aurelia (1972-1986)
Associate Professor of Education Emerita

Sartor, Herman (1964-1981)
Professor of Education Emeritus

Schollaert, Warren (1989-2001)
Associate Professor of Education Emeritus

Shiple, Charles (1972-2005)
Professor of Computer Science Emeritus

Simon, Emma (1974-2002)
Professor of Health Science and Dean of Graduate Studies Emerita

Sims, Roy Jesse (1955-1990)
Professor of Physical Education Emeritus

Stephens, Jacquelyn (1979-1990)
Professor of Education Emerita

Stratton, Cedric (1965-1993)
Professor of Chemistry Emeritus

Strozier, Robert (1955-1959; 1965-1995)
Professor of English Emeritus

Suchower, John (1969-1992)
Assistant Professor of Drama Emeritus

Tapp, Lawrence (1959-1994)
Professor of Physical Education Emeritus

Welsh, John (1967-2000)
Assistant Professor of English Emeritus

White, Virginia (1967-1991)
Assistant Professor of English Emerita

Winn, William (1957-1971)
Professor of Mathematics Emeritus

Whiten, Morris (1970-2001)
Professor of Physics Emeritus

Worthington, Clarke Stuart (1967-1993)
Professor of Psychology Emeritus

Williamson, Jane (1976-2000)
Assistant Professor of Nursing Emeritus

Officers of Administration

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Beth Howells	Director, Composition
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Melanie Mirande	Director, Customer Relations
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Gail Rountree	Director, Development
Amelia Castilian	Director, Disability Services
Letty Shearer	Director, Economic and Community Development
Diana Anderson.....	Director, Elderhostel
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Laura Whitener.....	Director, Field Experiences, Clinical Practice and Partnerships
Lee Ann Kirkland.....	Director, Financial Aid
Jill Bell	Director, Graduate Studies
Jonathan Roberts	Director, Honors Program
Corey Reedy.....	Director, Housing and Residence Life
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Joseph Weaver.....	Director, Liberty Center
Michael Snowden	Director, Minority Affairs

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Jo Parrott	Director, Business and Auxiliary Services
Wynn Sullivan.....	Director, Professional and Continuing Education
Mack Seckinger.....	Director, Public Safety
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Al Harris.....	Director, Student Activities
Barry Ostrow	Director, University Relations
Deborah Reese.....	Director, Writing Center

University System of Georgia

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J. Burnes Newsome Vice Chancellor, Legal Affairs & Secretary to the Board
Dorothy RobertsSystem Benefits Administrator
Linda M. Noble Assistant Vice Chancellor, Faculty Affairs
Tonya Lam Associate Vice Chancellor, Student Affairs
Jan Kettlewell.....Associate Vice-Chancellor, P-16 Initiatives/Exec. Dir. USG Foundation
Cathie M. Hudson..... Vice Chancellor, Research & Policy Analysis
John Millsaps.....Associate Vice Chancellor, Media & Publications

University System of Georgia
270 Washington St., S.W.
Atlanta, Georgia 30334
404.656.2250

Institutions of the University System of Georgia

Comprehensive and Special Purpose Universities

Athens 30602
University of Georgia – h; B, J, M, S, D
Atlanta 30332
Georgia Institute of Technology – h; B, M, D
Atlanta 30303
Georgia State University – A, B, J, M, S, D
Augusta 30912
Medical College of Georgia – h; A, B, M, D

State Universities and State Colleges

Albany 31705
Albany State University – h; B, M
Americus 31709
Georgia Southwestern State University – h; A, B, M, S
Augusta 30910
Augusta State University – A, B, M, S
Carrollton 30118
University of West Georgia – h; A, B, M, S
Cochran 31014
Middle Georgia College – h; A, B
Columbus 31993
Columbus State University – A, B, M, S
Dahlonega 30597
North Georgia College and State University – h; A, B, M
Dalton 30720
Dalton State College – A, B
Fort Valley 31030
Fort Valley State University – h; A, B, M
Lawrenceville 30043
Georgia Gwinnett College – B
Macon 31297
Macon State College – A, B
Marietta 30061
Kennesaw State University – A, B
Marietta 30060
Southern Polytechnic State University – h; A, B, M
Milledgeville 31060
Georgia College and State University – h; A, B, M, S
Morrow 30260
Clayton College and State University – A, B
Savannah 31419
Armstrong Atlantic State University – h; A, B, M

Savannah 31404
Savannah State University – h; A, B, M

Regional Universities

Statesboro 30460
Georgia Southern University – h; A, B, M, S, D
Valdosta 31698
Valdosta State University – h; A, B, M, S, D

Two-Year Colleges

Albany 31707
Darton College – A
Atlanta 30310
Atlanta Metropolitan College – A
Bainbridge 31717
Bainbridge College – A
Barnesville 30204
Gordon College – h; A
Brunswick 31523
Coastal Georgia Community College – A
Decatur 30034
Georgia Perimeter College – A
Douglas 31533
South Georgia College – h; A
Gainesville 30503
Gainesville State College – A
Rome 30163
Georgia Highlands College – A
Swainsboro 30401
East Georgia College – A
Tifton 31793
Abraham Baldwin Agricultural College – h; A
Waycross 31501
Waycross College – A

Research Unit

Savannah 31411
Skidaway Institute of Oceanography

h – On-Campus Student Housing Facilities

Degrees Awarded:

A – Associate
B – Baccalaureate
J – Juris Doctor
M – Masters
S – Specialist in Education
D – Doctorate

cD – Doctorate offered in cooperation with a university system university, with degree awarded by the university

Glossary of Terms

Academic advisement: A student is assigned a major advisor at the time of admission to the School of Graduate Studies. Advising assists a student in fulfilling academic progress requirements for a degree or certificate.

Academic probation and disenrollment: A student who falls below a 3.0 overall grade point average upon completion of any multiple of three courses or nine semester hours approved by the graduate program will be placed on academic probation. A 3.0 overall grade point average must be earned upon completion of an additional nine semester hours to have the academic probation removed. Failure to achieve a 3.0 overall grade point average will result in the student being disenrolled from the School of Graduate Studies. The standing is included on the student record for each term.

Accreditation: A designation that an institution has been evaluated and met criteria established by an independent oversight agency. The Commission on Colleges of the Southern Association of Colleges and Schools accredits AASU. Program accreditation may exist in specific academic program areas. Refer to the section on Accreditation of the Graduate Catalog for further information.

Admission categories: Admission categories for the School of Graduate Studies are:

- Degree Admission — regular or provisional
- Limited Admission — post baccalaureate, post graduate, certification, transient, or graduating senior

Refer to the section on admissions of the Graduate Catalog for further information.

Admissions examinations: Standardized examinations used as part of the degree admission process. Refer to the sections on Graduate Management Aptitude Test (GMAT), Graduate Record Examination (GRE), and Miller Analogies Test (MAT) and program-specific requirements of the Graduate Catalog for further information.

Audit: Attending a class without receiving credit. A student must be enrolled, receive permission from the instructor, declare audit status at the time of registration and pay tuition and fees for the class.

Banner Student Information System: A system used by the majority of the institutions in the University System of Georgia for student records and registration procedures. AASU uses this system.

Board of Regents: The governing board of the University System of Georgia. Further information is provided in the Graduate Catalog.

Certification program: An approved program of study, requiring fewer semester hours than a degree, leading to specialization in a field. Credit hours may vary by certification program, but in no case may the certification program be less than eighteen credit hours. This does not apply to teacher certification. Refer to the section on Nursing and Gerontology in the Graduate Catalog for further information.

Comprehensive assessment: Successful completion of a program specific comprehensive assessment is required for graduation. The design of the comprehensive assessment is determined by graduate faculty in each program area. Scheduling and comprehensive assessment results may be obtained from the academic unit. The results are submitted to the School of Graduate Studies from the academic unit as required for graduation.

Co-requisite: A course or requirement that must be completed during the same term with a specified course. Co-requisites are listed in the Graduate Catalog under course descriptions.

Distance learning: Classes taught at off-campus sites by AASU faculty or presented via interactive teleconferencing equipment originating from the main campus.

Dual degree: An approved program of study that allows a student to earn two degrees simultaneously. Refer to the section on Academic Policies and Information of the Graduate Catalog for further information.

Elective: A course which supports the courses in a program of study. They may be open or guided electives, as defined in the program of study.

External degree program: An entire degree that is approved by the Board of Regents of the University System of Georgia to be offered at an off-campus site.

Full-time enrollment: Students enrolling in nine or more semester hours of credit. Graduate assistants are considered full time by enrolling in six or more semester hours.

Graduate assistantship program: A financial aid program that provides a tuition waiver and stipend. Certain services are rendered to the University by the graduate assistant. Refer to the section on Fees and Financial Aid Information of the Graduate Catalog and the Graduate Financial Aid Guidelines.

Graduate coordinator: Administrative position assigned for each graduate degree area. A listing may be obtained from the School of Graduate Studies.

Graduate course work: Refers to courses beyond the baccalaureate level. At AASU, the graduate courses are numbered 5000 and above. Refer to the section on Numbering System for Courses of the Graduate Catalog.

Graduate Management Aptitude Test (GMAT): A standardized examination consisting of seven separately-timed sections, each containing multiple choice questions.

Good standing: A standing that indicates that a student is maintaining the required minimum GPA. The standing is included on the student record for each term.

Grade Point Average (GPA): A point system used to determine the average of all grades a student has received for one term or for an entire college career. To determine GPA, honor points are awarded based on each grade received, which are totaled then divided by the number of hours attempted. The GPA is included on the student record.

GPA (adjusted): The total honor points earned divided by the total hours attempted, with hours and honors points for repeated courses not duplicated in the calculation. This includes transfer hours credited to the student's program of study.

GPA (institutional): Is determined by dividing the total honor points earned by the total hours attempted on all graduate course work taken at AASU only.

GPA (overall): Is determined by dividing the total honor points earned by the total hours attempted on all graduate course work taken at AASU and other institutions.

GPA (transfer): Is determined by dividing the total honor points earned by the total hours attempted on all graduate course work taken at other institutions.

Graduate Record Examination (GRE): A standardized examination that measures verbal, quantitative, and analytic abilities.

Honor points: The points earned based on the letter grade and semester hours credited for a course. Used to determine GPA.

Independent study: A class that allows students to pursue individual research and reading in their major field. Permission from the department head or the faculty is required.

In-state tuition: Rate of tuition paid by Georgia residents.

Internship: Course work related to a student's program of study generally scheduled at an off-campus site. Refer to the academic unit for program specific guidelines.

Intramural: Organized competitive sports activities coordinated through the Department of Health and Physical Education. Open to all interested students.

Major: An area of concentrated study in a degree program approved by the Board of Regents.

Major advisor: Academic advisor that is assigned to each graduate student by the School of Graduate Studies at the time of admission. A listing of major advisors may be obtained from the School of Graduate Studies.

Master's degree: A program of study that requires a minimum of thirty-six semester hours in a specific area of specialization. This degree is completed after a bachelor's degree and may require a practicum/project or thesis for completion of the degree.

Miller Analogies Test (MAT): A standardized examination which consists of 100 multiple choice questions designed to measure verbal aptitude.

Out-of-state tuition: Rate of tuition paid by students who are not legal residents of Georgia.

Part-time enrollment: Students, other than graduate assistants, enrolled in fewer than nine semester credits in a semester.

Portfolio: A collection of work (e.g., paintings, writings, etc.) which may be used to demonstrate competency in an academic area.

Prerequisite: A course or requirement that must be completed before a more advanced course may be taken. Prerequisites are listed in the Graduate Catalog under course descriptions.

Program of study: An approved listing of courses and/or requirements leading to a degree or certificate.

Project/Practicum: Planned program that may include research observation, study, and practical experience in an approved area. Refer to the academic unit for program-specific guidelines.

Readmission: Students who have attended AASU in the past, but have not taken classes at the university for three or more terms, not including the summer term.

Registration: Scheduled time to enroll for classes for the next term. Registration is held prior to the beginning of classes each term. Web and telephone registration may be options for registration.

Residency: Students are considered residents of Georgia if they have lived in Georgia at least one year and consider Georgia their home. Students who have not lived in Georgia for one year or who are just coming to Georgia for their education and plan to move back to another state after graduation are not considered residents. Refer to the section on Student Fees and Financial Aid of the Graduate Catalog for further information.

Semester hours: The number of credit hours awarded for a course.

Semester system: A school term based on approximately fifteen weeks, including two regular sessions each year plus a short summer session.

Short course: A credit course that is scheduled in a condensed time frame but still offers the approved number of clock hours.

Thesis: Planned research and writing directed by the student's thesis committee. Refer to the Graduate Thesis Guidelines.

Transcript: An official record of all courses a student has taken at a particular institution. An official transcript is one with the appropriate school stamp in a sealed envelope; a student copy is a transcript issued to student.

Transfer: A student seeking admission who has previously been enrolled at another institution of higher education and will apply those course credits to an approved program of study.

Transfer credit: Credit for courses taken at another institution. Granting credit will be considered only for course work from an accredited institution. Application to a program of study must be approved by the major advisor.

Transient: Admission status of a student currently enrolled at another institution applying for admission to AASU for one term. A student must be in good standing at their home institution and have written permission from their dean or registrar to take specific courses at Armstrong Atlantic. An AASU student, if approved, may also enroll at another institution as a transient student.

University System of Georgia: The system of public higher education in Georgia comprised of thirty-four units across the state.

Withdrawal: Withdrawing from enrollment in all classes. The date of the withdrawal determines any fee refund or grade penalty.

Workshop: A non-credit session. The School of Graduate Studies sponsors a workshop series for professional development.

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Alumni Affairs

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344.2546

Bookstore

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Business Matters

Tuition, Payment of Bills, Refunds
Vice President for Business and Finance
344-3243

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344.2563

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Department of Continuing Education
344.2555

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344.2529

Evening and Weekend Programs

Adult Academic Services 344.2935

Financial Aid, Grants, Loans, Work-Study Eligibility

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- Middle and Secondary – 344.2568
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