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2013

### 2013-2014 Graduate Catalog

Armstrong Atlantic State University

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# Armstrong

## **GRADUATE CATALOG 2013 - 2014**

A Unit of the University System of Georgia  
Savannah, Georgia

**ARMSTRONG ATLANTIC STATE UNIVERSITY**

# Academic Calendar\*

	Fall 2013	Spring 2014	Summer 2014		
			Session A (10 weeks)	Session B (1st 5 weeks)	Session C (2nd 5 weeks)
Advisement	Mar. 25-Apr. 19	Oct. 21-Nov. 8	All Summer Sessions: Oct. 28-Nov. 15		
Registration			Oct. 30-May 18	Oct. 30-May 18	Oct. 30-June 22
Sessions 1 (15 weeks) and 2 (7 weeks)	Mar. 27-Aug. 11	Oct. 30-Jan. 12			
Session 3 (7 weeks)	Mar. 27-Oct. 8	Oct. 30-March 10			
Learning Support (Advisement/Registration)	August 5	January 9	All Summer Sessions: May 12		
Registration Payment Deadline	August 9	January 10	All Summer Sessions: May 16		
Late Payment Deadline (Session 3 only)	October 11	n/a	n/a		
Cancellation of Registration for Nonpayment	August 9	January 10	All Summer Sessions: May 16		
First Day of Class			May 19	May 19	June 23
Sessions 1 (15 weeks) and 2 (7 weeks)	August 12	January 13			
Session 3 (7 weeks)	October 9	March 11			
Late Registration: Drop/Add (late fees may apply)			May 19-20	May 19-20	June 23-24
Session 1 (15 weeks)	Aug. 12-Aug. 16	Jan. 13-Jan. 17			
Session 2 (7 weeks)	Aug. 12-Aug. 14	Jan. 13-Jan. 15			
Session 3 (7 weeks)	Oct. 9-Oct. 11	Mar. 11-Mar. 13			
Attendance Verification			May 19-24	May 19-24	June 23-28
Sessions 1 (15 weeks) and 2 (7 weeks)	Aug. 12- Aug. 17	Jan. 13-Jan. 18			
Session 3 (7 weeks)	Oct. 9-Oct. 15	Mar. 11-Mar. 24			
Late Registration Payment Deadline			May 20	May 20	n/a
Sessions 1 (15 weeks) and 2 (7 weeks)	August 16	January 17			
Session 3 (7 weeks)	n/a	n/a			
Cancellation of Registration for Nonpayment			May 21	May 21	n/a
Sessions 1 (15 weeks) and 2 (7 weeks)	August 19	January 21			
Session 3 (7 weeks)	n/a	n/a			
Mid-Term			June 20	June 4	July 9
Session 1 (15 weeks)	October 2	March 5			
Session 2 (7 weeks)	September 3	February 5			
Session 3 (7 weeks)	November 1	April 9			
Last Day to Withdraw without an automatic grade of WF			June 20	June 4	July 9
Session 1 (15 weeks)	October 2	March 5			
Session 2 (7 weeks)	September 3	February 5			
Session 3 (7 weeks)	November 1	April 9			
Last day to Withdraw from the university			July 24	n/a	July 24
Sessions 1 (15 weeks) and 3 (7 weeks)	December 2	May 5			
Session 2 (7 weeks)	n/a	n/a			
Last Day of Class			July 24	June 19	July 24
Sessions 1 (15 weeks) and 3 (7 weeks)	December 2	May 5			
Session 2 (7 weeks)	September 30	March 3			
Reading Day					
Sessions 1 (15 weeks) and 3 (7 weeks)	December 3	May 6			
Session 2 (7 weeks)	October 1	March 4			
Final Examinations			July 25-28	June 20	July 25-28
Sessions 1 (15 weeks) and 3 (7 weeks)	Dec. 4-Dec. 10	May 7-May 13			
Session 2 (7 weeks)	Oct. 2-Oct. 3	March 5-March 6			
Final Grades Due			July 31@9 a.m.	June 25@9 a.m.	July 31@9 a.m.
Sessions 1 (15 weeks) and 3 (7 weeks)	Dec. 13 @ 9 a.m.	May 16 @ 9 a.m.			
Session 2 (7 weeks)	Oct. 8 @ 9 a.m.	Mar. 11 @ 9 a.m.			
Degree Award Date			All Summer Sessions: July 28		
Commencement	December 7	May 10	All Summer Sessions: December 6		
Holidays					
Labor Day	September 2				
Fall Break	Oct. 7-Oct. 8				
Thanksgiving Break for Students	Nov. 27-Dec. 1				
Martin Luther King Day		January 20			
Spring Break		Mar. 17-Mar. 23			
Memorial Day			May 26	May 26	
Independence Day			July 4		July 4

\* All dates subject to change

## Table of Contents

President’s Message .....	1
Charting Excellence Together .....	3
Philosophy, Mission, and Goal of Graduate Studies .....	4
Accreditation .....	4
Admissions .....	5
Admission Requirements for Graduate Studies .....	5
Degree Category .....	5
Degree-Regular .....	5
Degree-Provisional .....	5
Non-Degree Seeking or Undeclared Category .....	5
Post-Baccalaureate - Teacher Certification .....	6
Transient .....	6
Re-admit .....	6
Determination of Admission Classification .....	7
Undergraduate Status .....	7
Graduate Status .....	7
Residence Requirement for Degrees .....	7
Admission Requirements for International Applicants .....	7
Readmission .....	8
Persons Sixty-Two Years of Age or Older .....	8
Admission of Veterans .....	8
Vocational Rehabilitation Applicants .....	8
Immunization Requirements .....	8
Admissions Examinations .....	9
Academic Policies .....	11
Academic Advisors .....	11
Academic Dismissal Due to Low Grades .....	11
Academic Standing .....	11
Academic Records .....	11
Assumption of Financial Responsibility .....	11
Attendance and Student Responsibility .....	12
Change in Degree Objective .....	12
Comprehensive Assessment .....	12
Course Load and Limitations .....	12
Directory Information .....	13

Dropping or Withdrawing from Courses .....	13
Experiential Learning Credit.....	13
Grade Appeal Process .....	13
Grade Reports .....	14
Graduate Transfer Credit.....	14
Graduation Requirements .....	14
Independent Study, Directed Study, and Reading and Conference Courses.....	15
Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) .....	15
Numbering System for Courses .....	15
Online and Blended Learning .....	15
Program of Study Requirements for Certificate Programs .....	16
Program of Study Requirements for Degree Programs .....	16
Program of Study Requirements for Teacher Certification Programs .....	16
Project/Practicum/Thesis Requirements .....	16
Repeating Courses .....	16
Required Hours, Comprehensive Assessment, and Other Requirements .....	17
Second Graduate Degree.....	17
Senior Privilege.....	17
Staff Development Credit .....	17
Student Appeals .....	17
Student Records .....	17
Time Limitation .....	18
Withdrawing from the University .....	18
Student Fees and Financial Policies.....	21
Regents' Policies Governing Residency Requirements .....	26
Waivers* .....	27
Residency Reclassification.....	28
Bordering County Agreements .....	29
Bursar's Office .....	29
Off-Campus Fees .....	29
Online Course Fees .....	29
Other Fees and Deposits .....	29
Refund Policy.....	30
Return Check Policy .....	30
Fee Payment by Cash.....	31

ARMSTRONG ATLANTIC STATE UNIVERSITY

Fee Payment by Credit Card.....	31
Fee Payment by WebCheck .....	31
Fee Payment by Check.....	31
Fee Payment using Nelnet .....	32
Fee Payment by Cellphone .....	32
Financial Aid Student Payment.....	32
Financial Aid “Excess Checks” .....	32
Student Account Information .....	33
Unpaid Financial Obligations .....	33
Financial Obligations .....	33
Off-Campus and Liberty Center Financial Policies.....	33
Financial Aid.....	34
General Information.....	34
Available Information .....	34
Deadlines.....	35
Disbursement of Financial Aid .....	35
Disbursement of Financial Aid for Transient Students with Consortium Agreements.....	35
Graduate Assistantship Programs .....	35
Employment.....	36
Grant Programs .....	36
Loan Programs .....	37
Stafford Loan Amounts after July 1, 2008.....	37
Academic Scholarship Application and Offerings.....	38
Federal Nurse Traineeship Award.....	38
Dr. Wilbur Lundquist Scholarship .....	38
Fellowship Program.....	38
Standards of Academic Progress.....	38
Student Services and Organizations.....	40
University Housing and Dining Services.....	40
Student Services.....	40
Student Activities and Organizations.....	42
College of Education.....	44
Adolescent and Adult Education.....	45
Graduate Certificate in Adult Education and Community Leadership .....	45
Graduate Certificate in Instructional Technology .....	46
Master of Arts in Teaching—Secondary Education.....	46

ARMSTRONG ATLANTIC STATE UNIVERSITY

Master of Education—Adult Education and Community Leadership .....	48
Master of Education—Curriculum and Instruction .....	50
Childhood and Exceptional Student Education .....	51
Post-Baccalaureate Certificate in Reading EndorsementT .....	51
Post-Baccalaureate Certificate in Special Education Transition Specialist Endorsement .....	52
Master of Arts in Teaching—Early Childhood Education .....	53
Master of Arts in Teaching—Special Education .....	54
Master of Education—Early Childhood Education .....	56
Master of Education—Reading Specialist .....	57
Master of Education—Special Education .....	59
College of Health Professions .....	61
Health Sciences .....	61
Graduate Certificate in Gerontology .....	61
Graduate Certificate in Strength and Conditioning .....	62
Post-Baccalaureate Certificate in Clinical Informatics .....	63
Master of Health Services Administration (MHSA) .....	63
Master of Public Health (MPH) .....	65
Master of Science in Sports Medicine (MSSM) .....	66
Nursing .....	68
Post-Baccalaureate Certificate in Clinical Informatics .....	68
Master of Science in NURSING (MSN) .....	69
RN Options Track for RN Seeking MSN .....	71
Program of Study—Adult-Gerontological Primary Care Nurse Practitioner .....	72
Program of Study—Adult-Gerontological Acute Care Nurse Practitioner .....	72
Program of Study—Advanced Practice Nursing .....	73
Program of Study—Adult-Gerontological Health Clinical Nurse Specialist .....	74
Program of Study—Nursing Administration .....	75
Post-Master’s Certificate in Adult-Gerontological Acute Care Nurse Practitioner ...	75
Post-Master’s Certificate in Adult-Gerontological Primary Care Nurse Practitioner	76
Post-Master’s Certificate in Adult-Gerontological Health Clinical Nurse Specialist	77
Post-Master’s Certificate in Nursing Administration .....	78
Diagnostic and Therapeutic Sciences .....	78
Post-Baccalaureate Certificate in Radiologic Sciences .....	78
Rehabilitation Sciences .....	79
Master of Science—Communication Sciences and Disorders .....	79

## ARMSTRONG ATLANTIC STATE UNIVERSITY

Doctor of Physical Therapy .....	82
College of Liberal Arts.....	87
Criminal Justice, Social and Political Science.....	87
Master of Science—Criminal Justice.....	87
Post-Baccalaureate Certificate in Cyber Crime .....	89
Gender and Women’s Studies .....	90
Graduate Certificate in Gender and Women’s Studies* .....	90
History.....	91
Master of Arts—History .....	91
Program of Study—American and World History.....	93
Program of Study—Public History.....	94
Program of Study—American and European History: Thesis Option.....	95
Professional Communication and Leadership .....	97
Post Baccalaureate Certificate in Professional Communication and Leadership .....	97
Master of Arts—Professional Communication and Leadership .....	98
College of Science and Technology.....	100
Computer Science and Information Technology .....	100
Post-Baccalaureate Certificate in Clinical Informatics .....	100
Post-Baccalaureate Certificate in Scientific Computing.....	101
Master of Science in Computer and information Science .....	102
Course Index and Descriptions .....	105
Numbering System for Courses .....	105
Lettering System for Courses.....	105
Graduate Faculty.....	157
Officers of Administration at Armstrong Atlantic State University.....	165
Emeriti Faculty.....	167
University System of Georgia Organization.....	169
Institutions of the University System of Georgia.....	170
Glossary of Terms .....	172
Appendix I .....	176
Honor Code and Code of Conduct.....	176
Appendix II.....	186
Armstrong Atlantic State University Equal Opportunity and Harassment Policy .....	186
Where to Write or Call.....	197





## **President's Message**

Dear Current and Future Students,

We are delighted that you have chosen Armstrong. Here, you will find that our commitment to student success is at the core of everything we do. This catalog will guide you through information about our many academic programs, life on campus, and the policies that help to guide the university.

Your learning at Armstrong will extend far beyond the catalog. It will happen in the classroom or the lab, in the library or on the playing field, during an internship or as part of a community service project. Each step of the way, you will be guided by professors and staff who have your best interest at heart, and know how to provide you with inspiring and meaningful learning experiences. As an Armstrong graduate, you will leave here with the skills and confidence you need to become a leader in your profession and your community.

I hope you will continue to explore the opportunities that an Armstrong education can provide you, and the beautiful coastal environment in which we learn and work. Please visit our website, [Armstrong.edu](http://Armstrong.edu), to learn more, or visit [ArmstrongExperience.com](http://ArmstrongExperience.com) to hear what students, faculty, and alumni say about their time at Armstrong.

Sincerely,  
Linda M. Bleicken  
President



# Charting Excellence Together

## Armstrong's Strategic Plan

### Our *Mission*

Armstrong is teaching-centered and student-focused, providing diverse learning experiences and professional programs grounded in the liberal arts.

### Our *Values*

Armstrong embraces these core values:

- We value education that is student-focused, transformative, experiential, and rigorous, leading to student success.
- We value balance among teaching, mentoring and scholarship.
- We value an environment of mutual trust and collegiality that builds an inclusive community.
- We value transparency that fosters shared governance.
- We value and respect diversity.
- We value ethical behavior and accountability that support high standards of performance.
- We value civic engagement through outreach and service.
- We value our relationship with Savannah, its unique geographic location, rich history, and abundant opportunities.

### Strategic *Goal 1*

Armstrong will impart the skills and habits of mind to motivated students that help them realize their potential as productive citizens of the world.

Armstrong will foster student success.

### Strategic *Goal 2*

Armstrong will build upon and strengthen its foundational commitment to teaching, ensuring that transformative student learning occurs inside and outside the classroom.

### Strategic *Goal 3*

Armstrong will enhance existing campus technologies, expanding both its technological capabilities and reach to meet current and emerging needs.

### Strategic *Goal 4*

Armstrong will strengthen its financial base, diversify university resources, and wisely invest in initiatives in order to ensure long-term sustainability.

### Strategic *Goal 5*

Armstrong will increase its visibility across the state and region by transforming its most compelling strengths, values, and offerings into resonant messaging that inspires loyalty among internal stakeholders and alumni and builds lasting relationships with the local community.

## Philosophy, Mission, and Goal of Graduate Studies

Graduate education is an integral component of Armstrong Atlantic State University. Armstrong's graduate programs provide a 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.

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 to 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 to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404.679.4500 for questions about the accreditation of Armstrong Atlantic State University.

Normal inquiries about Armstrong—such as admission requirements, financial aid, or programs of study—should be addressed directly to Armstrong (912.344.2576) and not to the Commission on Colleges. The Commission on Colleges should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

Armstrong Atlantic State University programs have earned the following special purpose accreditations:

**Communication Sciences and Disorders**—by the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA) for 2009-2016 (Program Review Due: 02/2015).

**Computer Science**—by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology for the period 2005-2014.

**Health Services Administration**—by the Commission of Accreditation on Healthcare Management Education for the period 2009-2015.

**Nursing** (Baccalaureate and Master's degrees)—by the Commission on Collegiate Nursing Education for the period 2006-2016.

**Physical Therapy**—by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org. The program received initial accreditation in May 1997. Present accreditation continues through December 31, 2022.

**Public Health**—by the Council on Education for Public Health for the period 2007-2013.

**Teacher Education Programs**—by the National Council for the Accreditation of Teacher Education and the Georgia Professional Standards Commission for the period 2010-2017.

# Admissions

## Admission Requirements for Graduate Studies

Graduate studies applicants are required to meet admission requirements for Graduate Studies. Each graduate program stipulates its own minimum admission requirements, but in no case will a degree program (master's or doctoral level) require less than a 2.5 undergraduate GPA. Please refer to the graduate program of your choice. These minimum requirements, if met before the admission deadline, only guarantee that your application will be considered. The application in its entirety, which may include documentation beyond the minimum requirements, is considered when making a final admission decision.

## Categories of Graduate Admission

### Degree Category

Applicants who are admitted to Graduate Studies with the expressed intention of following a program leading to a graduate degree are classified as degree-seeking students. All graduate degree programs require a GPA of 2.5 or higher for admissions. 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 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. 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 Armstrong, approved by the advisor, has been completed with a grade of no less than a B and has 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 in Graduate Studies.
6. Financial aid may not be available for all provisional degree seeking students.

### Non-Degree Seeking or Undeclared Category

1. An applicant with the expressed intent of enrolling in graduate courses for the purpose of professional development and/or enrichment, without working toward a graduate degree, is classified as "Non-degree seeking." Students admitted as non-degree seeking are limited to 12 hours and are not eligible for financial aid. If a non-degree-seeking certificate, professional development and/or enrichment student chooses to become degree seeking, that student must officially apply as a degree seeking student and meet all regular admission criteria for a degree seeking student. Up to a maximum of 12 hours credit taken under non-degree status may be allowed to transfer into a degree seeking graduate program, subject to approval by the program. In order for a non-degree seeking student to apply for a degree program, the student must apply and submit all the required documentation by the posted deadlines for the individual program. This includes items such as original transcripts, original test scores, and letter of intent, etc.
2. Admission requires a bachelor's degree with a cumulative undergraduate GPA of at least 2.5 from a regionally accredited institution. An official transcript from the degree granting institution is required for admission.

3. Non-degree seeking applicants who were once in Armstrong graduate programs may not be admitted based on their prior conduct as an enrolled student.
4. Financial aid is not available for non-degree seeking or undeclared students.

### **Post-Baccalaureate - Teacher Certification**

1. An applicant who seeks enrollment in courses to meet certification requirements or to renew certification.
2. Hours in excess of the twelve semester hours allowed for non-degree students may be earned to complete certification requirements or to renew certification.
3. Financial aid may be available for post-baccalaureate teacher certification students. Contact the Office of Financial Aid for specific details.

### **Transient**

There are two types of graduate transient students: transient to Armstrong (different home institution) or an Armstrong student that is attending another institution.

#### **Transient to Armstrong**

Definition: An applicant who is enrolled in a graduate program at another institution but is approved to enroll in graduate courses at Armstrong Atlantic.

1. Transferability of credit is the prerogative of the home institution.
2. The home institution will approve the number of semester hours that may be earned at Armstrong Atlantic.
3. Graduate transient students are not allowed to attend more than two consecutive semesters.
4. Updated letters of good standing are required for each semester attended.
5. Financial Aid is from the home institution. Students are responsible for contacting both their home institution and Armstrong Financial Aid for the required paperwork necessary.

#### **Armstrong Student Transient to Another Institution**

Definition: An applicant who is enrolled in a graduate program at Armstrong, and has departmental approval and Graduate Studies approval to attend another institution. Graduate transient approval forms may be obtained in Graduate Studies.

1. Transfer credit may be allowed; however this is the discretion of the individual academic department and the Registrar's Office. Transfer credit will only be allowed for courses with grades of "B" or higher.
2. Armstrong graduate students are not allowed to attend more than 2 consecutive semesters as a transient student and students will only be approved 1 semester at a time. Official transcripts for the first term, with the grade (s) posted, must be received by the Graduate Office prior to permission for the 2nd semester.
3. Armstrong graduate students must have been enrolled at Armstrong at the graduate level for the semester immediately prior to the transient term. (Students are not allowed to attend transient the first term of acceptance.)
4. It is the student's responsibility to obtain official transcripts from the transient institution and have them delivered to the Graduate Office as soon as possible after the end of semester. An official transcript from the transient institution must be on file with the Graduate Office in order to register for a subsequent term. Copies (Xerox or scanned to e-mail) or faxes are not acceptable.
5. Students that do not attend the transient institution, or withdraw from classes at the transient institution, must contact the transient institution for an official transcript showing the withdrawal or a written enrollment verification indicating non-attendance.
6. A copy of approved graduate transient permission forms will be provided to Armstrong's Office of Financial Aid. It is the student's responsibility to contact Armstrong's Office of Financial Aid in regards to their financial aid status. There is no guarantee that financial aid will be awarded.
7. Attending as a transient student to another institution during the final term prior to graduation is not recommended as official transcripts with all grades posted, must be in received by Graduate Studies, and transfer work completed prior to the awarding and/or posting of the degree. Faxes or copies of transcripts are not acceptable.

### **Re-admit**

1. 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 Graduate Studies.
2. There is no fee for re-admission.
3. There is no guarantee of re-admission into a prior program.
4. All student records and documents will be reviewed prior to re-admission.
5. Students may be requested to submit additional information in addition to the re-admit form.

## Guidelines for Admission Classification

### Undergraduate and Graduate Students

#### Determination of Admission Classification

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

Tuition and 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 will 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 will remain unless the student decides to pursue an undergraduate degree instead.

#### Graduate Status

Applicants are classified as graduate students if:

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

#### 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. Armstrong courses taken off-campus as part of an approved external degree program are considered to have been completed in residence.

#### Admission Requirements for International Applicants

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

- Official TOEFL or IELTS scores: Minimum TOEFL score requirements are 523 paper, 193 computer, or 70 internet based. Minimum IELTS score is a 6.5 overall bandwidth in the Academic Training format.
- Original documentation certifying immigrant or non-immigrant status (copy of front and back of I-551 card (permanent alien resident 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) This evaluation must state that you have the minimum equivalency of a 4 year U.S. bachelor's degree and must include a course by course evaluation along with a grade point average calculation.
- 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 Studies :



- Prospective international students must show original financial certification of funds showing availability of funds for one full year of graduate study - certification of funds must be current within 6 months of accepted term. **Having sufficient funds for the cost of living and educational expenses is required by U.S. Immigration regulations. (The amount of funding required varies with the degree program. Please contact Graduate Studies for current information.)**
- Proof of health insurance for entire length of study **is required.**
- Request for I-20 (form available from Graduate Studies).
- International Student Data Sheet

**International students here on non-immigrant student visas (F-1, J-1, etc.) are not eligible for state or federal loans or scholarships.**

## 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 Graduate Studies. Former students who have not attended another institution since leaving Armstrong may be readmitted, provided they have not been disenrolled from Graduate Studies. There is no guarantee of re-admission into a prior program. All student records and documents will be reviewed prior to re-admission. Students may be requested to submit additional information in addition to the re-admit form. Former students who have attended another institution since leaving Armstrong must meet requirements as listed in the catalog in effect at the time of return and submit **original** transcripts from all colleges/universities 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.

## 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 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 Armstrong Office of Adult Academic Support Services.

## Admission of Veterans

Once accepted to Armstrong, veteran students must speak with the Veterans Affairs Office to begin using VA benefits at Armstrong. Upon receipt of certification of eligibility from the Veterans Administration, veterans may begin using VA education benefits under the following programs: Post 9/11 GI Bill (chapter 33), Active Duty MGIB-AD (chapter 30), Selected Reserve MGIB-SR (chapter 1606), Reserve Education Assistance Program REAP (chapter 1607), Veterans Educational Assistance Program VEAP (chapter 32), Survivors’ and Dependents’ Educational Assistance Program DEA (chapter 35), or VA Vocational Rehabilitation (chapter 31). Students using Veterans Affairs educational programs 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.

## 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 Armstrong are exempt, assuming records are already in the Armstrong 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 Graduate Studies or the web site.

## Admissions Examinations

Prospective candidates for graduate degrees may be 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 Office for Graduate Studies. Further information on test dates and fees may be obtained from the Testing Center.

### 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.

- Verbal Reasoning — Measures your ability to analyze and evaluate written material and synthesize information obtained from it, analyze relationships among component parts of sentences and recognize relationships among words and concepts.
- Quantitative Reasoning — Measures problem-solving ability, focusing on basic concepts of arithmetic, algebra, geometry and data analysis.
- Analytical Writing — Measures critical thinking and analytical writing skills, specifically your ability to articulate and support complex ideas clearly and effectively.

The publisher of the Graduate Record Examination (GRE), Educational Testing Services, revised the quantitative and verbal sections of the revised GRE on a new scale (130-170 instead of 200-800) for examinations taken after August 1, 2011. Graduate programs with GRE requirements use the new scale. Applicants who submit GRE scores based on the prior, but still valid, scale should consult the following concordance tables.

### Verbal Reasoning Concordance Table:

Prior Scale	Current Scale	Prior Scale	Current Scale	Prior Scale	Current Scale	Prior Scale	Current Scale
800	170	640	162	480	152	320	140
790	170	630	162	470	151	310	139
780	170	620	161	460	151	300	138
770	170	610	160	450	150	290	137
760	170	600	160	440	149	280	135
750	169	590	159	430	149	270	134
740	169	580	158	420	148	260	133
730	168	570	158	410	147	250	132
720	168	560	157	400	146	240	131
710	167	550	156	390	146	230	130
700	166	540	156	380	145	220	130
690	165	530	155	370	144	210	130
680	165	520	154	360	143	200	130
670	164	510	154	350	143		
660	164	500	153	340	142		
650	163	490	152	330	141		

**Quantitative Reasoning Concordance Table:**

Prior Scale	Current Scale	Prior Scale	Current Scale	Prior Scale	Current Scale	Prior Scale	Current Scale
800	166	640	151	480	143	320	136
790	164	630	150	470	142	310	136
780	163	620	149	460	142	300	136
770	161	610	149	450	141	290	135
760	160	600	148	440	141	280	135
750	159	590	148	430	141	270	134
740	158	580	147	420	140	260	134
730	157	570	147	410	140	250	133
720	156	560	146	400	140	240	133
710	155	550	146	390	139	230	132
700	155	540	145	380	139	220	132
690	154	530	145	370	138	210	131
680	153	520	144	360	138	200	131
670	152	510	144	350	138		
660	152	500	144	340	137		
650	151	490	143	330	137		

See [www.ets.org/gre](http://www.ets.org/gre) for updated information about the revised GRE and GRE specialty exams.

**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.

# Academic Policies

## Academic Advisors

When the student is notified of admission to 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, 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.

## Academic Dismissal Due to Low Grades

Every student admitted to Armstrong with graduate student status must maintain a record of academic success in graduate coursework. A student may earn one C grade or below without being academically dismissed. If a student earns a second C or below the student will be dismissed regardless of overall GPA. After being academically dismissed, the student must wait one semester before reapplying for admission. Readmission is not guaranteed. For the purposes of this policy, the summer session is considered a semester.

<b>If you are academically dismissed after the ...</b>	<b>You may apply for readmission in...</b>	<b>If readmitted you could be back in school as soon as ...</b>
Fall semester	Summer session	Fall semester
Spring semester	Fall semester	Spring semester
Summer session	Spring semester	Summer session

This policy took effect in the Fall 2010 semester. Retaking a course and earning a grade above the C level does not change the implementation of this policy. For the purposes of the graduate studies probation and dismissal policy, the following grades are included in the definition of C or below: C, D, F, WF, and U

## Academic Standing

A student maintains good academic standing on their academic record when the student achieves a 3.0 or higher cumulative grade point average (GPA). If a student's GPA falls below 3.0, the academic standing shall be noted as on probation.

## 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, 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. Student records are confidential, except for directory information.

## Assumption of Financial Responsibility

When a you register it signifies the assumption of definitive obligations between you and the University. It is an agreement by the you and your family to fulfill the terms of registration.

You will be required to settle all financial accounts due the University before you may pre-register for the upcoming semester and/or before the final exam week of each semester and prior to graduation.

You will not be allowed to register for another term or furnished a transcript of record for any purpose until settlement of all your financial accounts is complete.

## **Attendance and Student Responsibility**

It is the student's responsibility to verify the accuracy of their course schedule at all times. It is imperative that the student verify the accuracy of their course schedule during the attendance verification period.

Students are responsible for dropping all classes that they do not plan to attend or complete. Students are also responsible for registering or adding classes for which they wish to receive credit. Drop/adds must be completed during the drop/add period which is defined on the academic calendar for each term or part of term.

### **Attendance and Grades**

The effect of attendance on course grades is left to the discretion of instructors. Students are responsible for knowing everything that is announced, discussed, or lectured upon in class as well as for mastering all outside assignments. Students are also responsible for submitting all assignments, tests, recitations, and unannounced quizzes on time.

Instructors are responsible for informing all classes in the syllabus and at the first meeting what constitutes excessive absence in the course. Students are responsible for knowing and complying with attendance regulations in all their courses. Instructors may withdraw students from any course with a grade of W or WF on or before the midterm semester dates or with a grade of WF after the midterm semester dates if, in their judgment, absences have been excessive.

### **Attendance and Enrollment**

Federal regulations require the University to confirm that students are attending class before financial aid will be released to the students. Faculty must verify attendance for all students in all classes regardless of whether or not the student is receiving financial aid. Students will not receive aid for classes in which they did not attend. Also, students may be dropped from classes in which they did not attend. It is the students' responsibility to confirm that they have been dropped from a class in order to ensure appropriate grading and financial charges have occurred.

The attendance verification period is on the academic calendar for each term or part of term. In general, this verification occurs during the first few days of the short terms or the first week of full terms. Faculty are encouraged to verify attendance the day of the first class meeting.

## **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 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. You must meet all requirements for admission to the new program. All college transcripts, test scores and other admissions documents will be required.

## **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. Please check with your academic advisor regarding dates.

## **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.

## Directory Information

For a description of Directory Information categories used at Armstrong, please visit the Registrar's website at [http://www.armstrong.edu/Departments/registrar/registrar\\_withholding\\_directory\\_information](http://www.armstrong.edu/Departments/registrar/registrar_withholding_directory_information).

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you have the right to withhold disclosure of such directory information. Armstrong Atlantic State University will honor your request to withhold directory information.

## Dropping or Withdrawing from Courses

### Policy for Dropping Courses

A student who drops a course before the drop/add period is over does not receive a grade in the course and the course does not appear on the academic transcript.

### Course withdrawal policy effective Fall 2012:

Students are allowed to withdraw from a particular course prior to midterm with the possibility of a "withdraw" ("W") recorded, with the discretion of the professor, one time. On the second and any subsequent attempt, if a student desires to withdraw from that course, a "withdraw failure" ("WF") is automatically recorded.

### Policy exceptions:

- Only Armstrong course withdrawals will be considered. Therefore, W/WF grades transferred from other institutions will not count.
- With approved documentation, hardship withdrawals from the university are possible due to circumstances of extreme duress or for military obligations. See the sections on "Withdrawing from the University" and "Hardship Withdrawal from the University" cited in the Undergraduate Catalog.

## Experiential Learning Credit

Graduate Studies does not grant graduate credit for experiential learning.

## Grade Appeal Process

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 Item 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.

*Students should consult their program and college for further information and other policies that may apply.*

## 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	Grade	Honor Points
A Excellent	4.0	WF Withdrawal with failure (Student withdraws from the class after the mid-semester period)	0
B Good	3.0	V Audit (Must receive permission to audit prior to registration and the course may not be changed to credit)	0
C Satisfactory	2.0	S Satisfactory	0
D Unacceptable	1.0	U Unsatisfactory	0
F Failure	0	NR Grade not reported	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 academic penalty (Student withdraws from the class no later than the mid-semester period in a course)	0		
WH (Withdraw Hardship, no academic penalty)	0		
WM (Withdraw Military, no academic penalty)	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 Assistant Vice President for Academic Affairs. 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.

## 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 from approved courses 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.

## Graduation Requirements

Students must apply for graduation by February 15th for May graduation, by June 15th for summer graduation and by September 15th for December graduation. To apply to graduate, a student must complete the application for graduation with the graduate coordinator, pay the graduation fee, and make sure that the Registrar's Office has received all required

documentation (graduation application, signed program of study, etc.) by the deadline. Failure to meet these deadlines could delay graduation. A student must have degree-regular status and earn a 3.0 overall GPA on graduate course work to meet graduation requirements. All required work for the degree program (comps, portfolio, thesis) must be completed before degrees will be awarded. There is no honor designation at Armstrong for graduate 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.

## Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC)

The IRB, a federally-mandated board which monitors the use of human subjects in research, must approve all graduate student research that uses human participants. The IACUC, a federally-mandated board which monitors the use of animal subjects in research, must approve all graduate student research that uses animal participants.

## Numbering System for Courses

5000-5999 - Graduate courses with dual enrollment by undergraduate and graduate students

6000-6999 - Graduate courses (undergraduate students may not enroll except for those who have applied and been approved for Senior Privilege.)

7000-9999 - Graduate courses (undergraduate students may not enroll.)

Fifty percent of the graduate program of study must be completed at the 6000-9000 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). Graduate students cannot apply a 5000-G course to their graduate program of study when they have completed the 5000-U level courses for their Armstrong undergraduate degree unless approved by their graduate program director.

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.

## Online and Blended Learning

For students who need more flexibility surrounding when and where their classes take place, Armstrong complements on-campus (face to face) course offerings with online course delivery. These courses, taught partly or fully using the Desire2Learn learning management system, are designed to meet the needs of students balancing commitments in addition to school. This is done using three levels of online delivery and two types of academic programs.

The three levels of online course delivery are:

1. **Hybrid:** more than half the course is delivered on-campus and less than half delivered online
2. **Partly online:** 51% to 95% online and the rest on-campus
3. **Fully online:** 95 – 100% online and little or no requirements on-campus



Note that while most online components asynchronous (available anywhere there is internet connectivity and at any time), a growing number of online courses do have synchronous activities (learning activities where all students must meet online at the same time). Instructors make every effort to accommodate student schedules when scheduling synchronous activities.

Armstrong also offers a growing number of programs, certificates, and degree programs with online courses:

1. **Blended** programs consist of a mix of partly and fully online courses
2. **Online** programs include only online courses.

Online and blended learning provides considerable flexibility—often contributing to student success where location or time commitments would have made school impossible—but online and blended programs are just as rigorous as on-campus programs. Instructors interact with students regularly assignments must be completed by due dates, attendance is measured by online participation and attendance verification assignments, students interact with their peers using discussions, and, increasingly, using blogs, wikis, voice, and video and other tools.

Should you take advantage of Armstrong's online and blended programs? If you have life demands that are hard to meet while taking conventional on-campus courses, and you can meet course time requirements without the structure of regularly scheduled classes, then Armstrong's online and blended programs may be for you. And even if you are not sure you can, the exciting technologies are enhancing on-campus courses, bringing the benefits of the newest technologies to all of Armstrong's students.

## 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 Registrar's Office. 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. Financial aid can be awarded only for classes that are on a student's program of study.

## 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 Registrar's Office 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. Financial aid can be awarded only for classes that are on a student's program of study.

## Program of Study Requirements 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 Graduate Studies Office. 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 the Georgia Professional Standards Commission) who have not exhausted their undergraduate eligibility may be eligible for financial aid as a fifth year senior.

**Please contact the Armstrong Office of Financial Aid for specific information.**

## Project/Practicum/Thesis Requirements

A minimum of six hours of thesis credit is required of all thesis-option programs of study in 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. A grade will be assigned upon completion. The thesis must conform to the guidelines of the program. The project/practicum must conform to guidelines from the academic unit.

## 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.



## Required Hours, Comprehensive Assessment, and Other Requirements

A student must satisfactorily pass a program-specific comprehensive assessment to complete degree requirements. Please refer to specific programs for details.

### Second Graduate Degree

Two graduate degrees may be earned simultaneously by one student at Armstrong. 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.

### Senior Privilege

An undergraduate student with a GPA of 3.0 or higher and within 24 semester hours of graduation may apply for Senior Privilege and enroll in a maximum of 12 hours of graduate coursework at the 5000G and 6000-levels. The maximum of graduate coursework permitted in any one semester is eight hours; the maximum total of all coursework permitted in any semester in which a student is taking graduate coursework is 12 hours. Permission to enroll must be approved by the chairperson of the student's undergraduate major and by the appropriate graduate program director. The graduate program director holds final authority.

### Staff Development Credit

Graduate Studies does not grant staff development credit.

### 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 appropriate program director.
2. The appeal will be forwarded to the department head and dean for recommendation.
3. The appeal will be returned to 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 Graduate Studies 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 Graduate Studies.
6. Graduate Studies will notify the student of the final decision.

*Students should consult their program and college for further information and other policies that may apply.*

### Student Records

#### Armstrong Atlantic State University Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit his or her request to inspect and review their education records to the University Registrar. The University Registrar is located in Victor Hall, Room 104. The written request must identify the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where

the records may be inspected. If the records are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the University Registrar and clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University Registrar will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent to officials with legitimate educational interests, as permitted under FERPA. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university. Upon request, the university will also disclose a student's education records without the student's consent to officials of another college, university or other institution in which the student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

## Time Limitation

All requirements for the degree must be completed within seven years. This may not apply to certificates, 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.

## Withdrawing from the University

Withdrawing from the university means that a student has requested to withdraw from all courses for the current term. The last day to formally withdraw from the university is the published last day of classes for the session enrolled. Being dropped for non-attendance, for non-payment, and from a student-initiated request to be dropped from all classes during the established drop/add period for each term or part of term shall result in the same consequences pertaining to academic and financial records.

To withdraw from the university:

- 1) Students must obtain a "Withdrawal Form" from Enrollment Services in Victor Hall.
- 2) Students who receive financial aid, veterans' benefits, and/or those who reside in university housing must consult with officials from those offices and secure their signatures on the withdrawal form.
- 3) Students must secure on the withdrawal form the signature, grade, and last date of attendance from the instructor of each course. Instructors may assign a grade of W or WF at their discretion until the published midterm date for each term or part of term. Any withdrawal after the published midterm date will result in a grade of WF. Students who have withdrawn from a course during Fall 2012 or later will receive a WF for any subsequent withdrawals from that same course, regardless of the midterm date or the grade requested by the instructor.
- 4) Completed withdrawal form must be submitted to the Enrollment Services Office (Victor Hall).

All students who withdraw from the university should verify their academic and financial records on their SHIP account. Any discrepancies must be resolved with Enrollment Services no later than midterm of the semester following withdrawal. Withdrawals based on military obligations must include copies of supporting military orders.

## Hardship Withdrawal from the University

### Overview

In the event a student faces circumstances of extreme duress beyond his or her control, the student may request a hardship withdrawal from the university. Hardship withdrawals are not meant to be used for appealing academic matters (e.g. grades), but should be used when a student seeks to drop all classes and leave the university for the remainder of that semester. Hardship withdrawals should fall into one of three categories: medical, personal, or financial. Students will be required to justify their withdrawal with documentation. On the rare instance that a student's circumstances warrant only a partial withdrawal, thorough documentation will be required to substantiate why this student is able to continue with some coursework but not all coursework.

### Hardship Withdrawal Process

All hardship withdrawal requests are submitted to the Office of Academic Affairs.

A student seeking a hardship withdrawal will first go to the Office of Academic Orientation and Advisement. At this office, the student will be advised of the procedure for hardship withdrawal and will be given all forms. The student must pick up all required forms in person from the Office of Academic Orientation and Advisement. If circumstances prevent the student from coming to campus in person, then different methods for securing forms will be determined and implemented on a case-by-case basis. The student will return the completed forms for hardship withdrawal with supporting documentation to the Office of Academic Affairs. At this time the Assistant Vice President of Academic Affairs will have the opportunity to discuss the application with the student as he/she sees fit. Decisions regarding hardship withdrawals will be handled in the Office of Academic Affairs.

A student seeking a full hardship withdrawal from the university must initiate the withdrawal process, complete required forms, and return all forms plus documentation to the Assistant Vice President of Academic Affairs no later than midterm the semester following the withdrawal.

A student seeking a partial hardship withdrawal from one or more classes must initiate the withdrawal process, complete required forms, and return all forms plus documentation to the Assistant Vice President of Academic Affairs no later than the last day of class for the semester in which he/she is seeking a partial hardship withdrawal.

### Financial Aid Implications

All students seeking either a partial or full hardship withdrawal are strongly recommended to make an appointment with a financial aid counselor. This is of utmost importance if the student has received *any* financial aid (e.g. scholarship, loans, etc.). The granting of a hardship withdrawal may affect the student's ability to receive future financial aid and may greatly affect the student's ability to meet the Federally mandated Standards of Academic Progress policy. Students should be advised that the granting of a hardship withdrawal does not negate the requirement of meeting the Standards of Academic Progress or the policies regarding mandatory Return of Title IV funds.

### Hardship Withdrawal Documentation

**Personal Statement of Hardship.** The written personal statement of hardship should explain to the Office of Academic Affairs how and/or why the non-academic emergency impacted studies. It is essential that the student provide accurate details about the circumstances surrounding the hardship, date(s) of the hardship event(s), and an account of how the event(s) specifically prevented the completion of coursework. Each page should be initialed and dated, including a full signature on the last page of the document. In addition, the student will provide official documentation supporting his/her hardship. This documentation should be consistent with the student's personal statement, and all documentation will be verified prior to the rendering of any decision regarding the student's hardship withdrawal.

**Categories of Hardship and Documentation Requirements**

- **Medical (e.g. physical or psychological emergencies):**

The student will supply a physician's report on office letterhead. This document will include the physician's name, address, phone number, nature of patient's illness or accident, dates of treatment, prognosis, and the reason they feel that the student can no longer complete his/her coursework. This document must be signed and dated. A physician's letter is the only approved documentation for hardship withdrawal under the medical category.

- **Personal (e.g. severe medical illness within family, death in the family, arrests, etc.):**

The student will supply appropriate documentation that builds a case for hardship withdrawal due to personal issues. These documents may include but are not limited to death certificates, obituaries, police reports, or physician's letters. The student should obtain documents that contain contact information, are dated, and if possible notarized. All documents will be verified as seen fit by the Office of Academic Affairs.

- **Financial (e.g. loss of sole-supporting job, mandatory job changes)**

The student will supply documentation from an employer or supervisor that clearly states the mandatory change and the date that these changes took place or will take place. This document should contain contact information for an organizational representative that can verify these changes, preferably a human resource professional. The student's inability to have financial aid in place at the start of the term is NOT grounds for hardship withdrawal due to financial issues.

**SPECIAL NOTE: Application for a Hardship Withdrawal does not guarantee the student a grade of "WH."**

**Withdrawal – Involuntary**

A student may be administratively withdrawn from the university when in the judgment of the Vice President for Student Affairs and the university physician, if any, and after consultation with the student's parents and personal physician, if any, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of other members of the university community, or with the exercise of any proper activities or functions of the university or its personnel, or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the student conduct code and other publications of the university.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing before a final decision concerning his or her continued enrollment in the university.

# Student Fees and Financial Policies

## Expenses and Fees

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, student services fees and other special fees. Fees are due and payable at the time of registration; registration is not complete until all tuition and fees have been paid. Out-of-state residents pay higher fees than Georgia residents. 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 payment plans. The university reserves the right to apply all payments, deposits, or financial aid to any unpaid student balances.

### TUITION AND FEES RATE PER SEMESTER - FALL 2013 THROUGH SUMMER 2014

#### GRADUATE IN-STATE

Hrs	Institution Fee	Student Center Fee	Student Access ID Fee	Health Fee	Tech Fee	Athletic Fee	Activity Fee	Recreation Fee	In-State Tuition	Total In-State Tuition & Fees
1	\$125	\$110	\$15	\$20	\$60	\$146	\$49	\$43	\$ 201	\$ 769
2	125	110	15	20	60	146	49	43	402	970
3	125	110	15	20	60	146	49	43	603	1,171
4	125	110	15	20	60	146	49	43	804	1,372
5	250	110	15	20	60	146	49	43	1,005	1,698
6	250	110	15	20	60	146	49	43	1,206	1,899
7	250	110	15	20	60	146	49	43	1,407	2,100
8	250	110	15	20	60	146	49	43	1,608	2,301
9	250	110	15	20	60	146	49	43	1,809	2,502
10	250	110	15	20	60	146	49	43	2,010	2,703
11	250	110	15	20	60	146	49	43	2,211	2,904
12	250	110	15	20	60	146	49	43	2,402	3,095

or more

#### GRADUATE OUT-OF-STATE

Hrs	Institution Fee	Student Center Fee	Student Access ID Fee	Health Fee	Tech Fee	Athletic Fee	Activity Fee	Recreation Fee	Out-of-State Tuition	Total Out-of-State Tuition & Fees
1	\$125	\$110	\$15	\$20	\$60	\$146	\$49	\$43	\$ 745	\$1,313
2	125	110	15	20	60	146	49	43	1,490	2,058
3	125	110	15	20	60	146	49	43	2,235	2,803
4	125	110	15	20	60	146	49	43	2,980	3,548
5	250	110	15	20	60	146	49	43	3,725	4,418
6	250	110	15	20	60	146	49	43	4,470	5,163
7	250	110	15	20	60	146	49	43	5,215	5,908
8	250	110	15	20	60	146	49	43	5,960	6,653
9	250	110	15	20	60	146	49	43	6,709	7,398
10	250	110	15	20	60	146	49	43	7,450	8,143
11	250	110	15	20	60	146	49	43	8,195	8,888
12	250	110	15	20	60	146	49	43	8,931	9,624

or more

*Tuition and Fees are assessed at the course level in the student information system. Fees are subject to change.*

## TUITION AND FEES RATE PER SEMESTER - OFF-CAMPUS COURSES

## FALL 2013 THROUGH SUMMER 2014

## GRADUATE IN-STATE

Hrs	Institution Fee	Tech Fee	In-State Tuition	Total In-State Tuition & Fees
1	\$125	\$60	\$ 201	\$ 386
2	125	60	402	587
3	125	60	603	788
4	125	60	804	989
5	250	60	1,005	1,315
6	250	60	1,206	1,516
7	250	60	1,407	1,717
8	250	60	1,608	1,918
9	250	60	1,809	2,119
10	250	60	2,010	2,320
11	250	60	2,211	2,521
12	250	60	2,402	2,712
or more				

## GRADUATE OUT-OF-STATE

Hrs	Institution Fee	Tech Fee	In-State Tuition	Total In-State Tuition & Fees
1	\$125	\$60	\$ 745	\$ 930
2	125	60	1,490	1,675
3	125	60	2,235	2,420
4	125	60	2,980	3,165
5	250	60	3,725	4,035
6	250	60	4,470	4,780
7	250	60	5,215	5,525
8	250	60	5,960	6,270
9	250	60	6,705	7,015
10	250	60	7,450	7,760
11	250	60	8,195	8,505
12	250	60	8,931	9,241
or more				

*Tuition and Fees are assessed at the course level in the student information system. Fees are subject to change.*

**TUITION AND FEES RATE PER SEMESTER - FALL 2013 THROUGH SUMMER 2014**  
**MASTER OF HEALTH SERVICES ADMINISTRATION/MASTER OF PUBLIC HEALTH**  
**IN-STATE**

Hrs	Institution Fee	Student Center Fee	Student Access ID Fee	Health Fee	Tech Fee	Athletic Fee	Activity Fee	Recreation Fee	In-State Tuition	Total In-State Tuition & Fees
1	\$125	\$110	\$15	\$20	\$60	\$146	\$49	\$43	\$ 275	\$ 843
2	125	110	15	20	60	146	49	43	550	1,118
3	125	110	15	20	60	146	49	43	825	1,393
4	125	110	15	20	60	146	49	43	1,100	1,668
5	250	110	15	20	60	146	49	43	1,375	2,068
6	250	110	15	20	60	146	49	43	1,650	2,343
7	250	110	15	20	60	146	49	43	1,925	2,618
8	250	110	15	20	60	146	49	43	2,200	2,893
9	250	110	15	20	60	146	49	43	2,475	3,168
10	250	110	15	20	60	146	49	43	2,750	3,443
11	250	110	15	20	60	146	49	43	3,025	3,718
12	250	110	15	20	60	146	49	43	3,294	3,987

or more

**MASTER OF HEALTH SERVICES ADMINISTRATION/MASTER OF PUBLIC HEALTH**  
**OUT-OF-STATE**

Hrs	Institution Fee	Student Center Fee	Student Access ID Fee	Health Fee	Tech Fee	Athletic Fee	Activity Fee	Recreation Fee	Out-of-State Tuition	Total Out-of-State Tuition & Fees
1	\$125	\$110	\$15	\$20	\$60	\$146	\$49	\$43	\$ 748	\$1,316
2	125	110	15	20	60	146	49	43	1,496	2,064
3	125	110	15	20	60	146	49	43	2,244	2,812
4	125	110	15	20	60	146	49	43	2,992	3,560
5	250	110	15	20	60	146	49	43	3,740	4,433
6	250	110	15	20	60	146	49	43	4,488	5,181
7	250	110	15	20	60	146	49	43	5,236	5,929
8	250	110	15	20	60	146	49	43	5,984	6,677
9	250	110	15	20	60	146	49	43	6,732	7,425
10	250	110	15	20	60	146	49	43	7,480	8,173
11	250	110	15	20	60	146	49	43	8,228	8,921
12	250	110	15	20	60	146	49	43	8,975	9,668

or more

*Tuition and Fees are assessed at the course level in the student information system. Fees are subject to change.*

**TUITION AND FEES RATE PER SEMESTER - OFF-CAMPUS COURSES****FALL 2013 THROUGH SUMMER 2014****MASTER OF HEALTH SERVICES ADMINISTRATION/MASTER OF PUBLIC HEALTH****IN-STATE**

Hrs	Institution Fee	Tech Fee	In-State Tuition	Total In-State Tuition & Fees
1	\$125	\$60	\$ 275	\$ 460
2	125	60	550	735
3	125	60	825	1,010
4	125	60	1,100	1,285
5	250	60	1,375	1,685
6	250	60	1,650	1,960
7	250	60	1,925	2,235
8	250	60	2,200	2,510
9	250	60	2,475	2,785
10	250	60	2,750	3,060
11	250	60	3,025	3,335
12	250	60	2,402	2,712
or more				

**MASTER OF HEALTH SERVICES ADMINISTRATION/MASTER OF PUBLIC HEALTH****OUT-OF-STATE**

Hrs	Institution Fee	Tech Fee	In-State Tuition	Total In-State Tuition & Fees
1	\$125	\$60	\$ 748	\$ 912
2	125	60	1,454	1,639
3	125	60	2,181	2,366
4	125	60	2,908	3,093
5	250	60	3,635	3,945
6	250	60	4,362	4,672
7	250	60	5,089	5,399
8	250	60	5,816	6,126
9	250	60	6,543	6,853
10	250	60	7,270	7,580
11	250	60	7,997	8,307
12	250	60	8,975	9,025
or more				

*Tuition and Fees are assessed at the course level in the student information system. Fees are subject to change.*



**TUITION AND FEES RATE PER SEMESTER - FALL 2013 THROUGH SUMMER 2014****DOCTOR OF PHYSICAL THERAPY****IN-STATE**

Hrs	Institution Fee	Student Center Fee	Student Access ID Fee	Health Fee	Tech Fee	Athletic Fee	Activity Fee	Recreation Fee	In-State Tuition	Total In-State Tuition & Fees
1	\$125	\$110	\$15	\$20	\$60	\$146	\$49	\$43	\$ 322	\$ 890
2	125	110	15	20	60	146	49	43	644	1,212
3	125	110	15	20	60	146	49	43	966	1,534
4	125	110	15	20	60	146	49	43	1,288	1,856
5	250	110	15	20	60	146	49	43	1,610	2,303
6	250	110	15	20	60	146	49	43	1,932	2,625
7	250	110	15	20	60	146	49	43	2,254	2,947
8	250	110	15	20	60	146	49	43	2,576	3,269
9	250	110	15	20	60	146	49	43	2,898	3,591
10	250	110	15	20	60	146	49	43	3,220	3,913
11	250	110	15	20	60	146	49	43	3,542	4,235
12	250	110	15	20	60	146	49	43	3,853	4,546

or more

**DOCTOR OF PHYSICAL THERAPY****OUT-OF-STATE**

Hrs	Institution Fee	Student Center Fee	Student Access ID Fee	Health Fee	Tech Fee	Athletic Fee	Activity Fee	Recreation Fee	Out-of-State Tuition	Total Out-of-State Tuition & Fees
1	\$125	\$110	\$15	\$20	\$60	\$146	\$49	\$43	\$ 945	\$ 1,513
2	125	110	15	20	60	146	49	43	1,890	2,458
3	125	110	15	20	60	146	49	43	2,835	3,403
4	125	110	15	20	60	146	49	43	3,780	4,348
5	250	110	15	20	60	146	49	43	4,725	5,418
6	250	110	15	20	60	146	49	43	5,670	6,363
7	250	110	15	20	60	146	49	43	6,615	7,308
8	250	110	15	20	60	146	49	43	7,560	8,253
9	250	110	15	20	60	146	49	43	8,505	9,198
10	250	110	15	20	60	146	49	43	9,450	10,143
11	250	110	15	20	60	146	49	43	10,395	11,088
12	250	110	15	20	60	146	49	43	11,330	12,023

or more

*Tuition and Fees are assessed at the course level in the student information system. Fees are subject to change.*

- Tuition is assessed based on the course level, not the student level. Undergraduate students taking Graduate courses will be assigned the applicable graduate tuition rate for those courses, Graduate students, taking undergraduate courses, will be assigned the applicable undergraduate tuition rate for those courses.
- Students in specified courses may be subject to additional fees for laboratory materials or equipment. Examples include applied music or scuba diving classes.
- On-campus students must pay an activity fee, an athletic fee, a recreation fee, a health fee, a student center fee, a technology fee, a special institution fee, and a student ID 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 the following fees each semester: activity fee, athletic fee, health fee, recreation fee, student center fee, student ID fee, technology fee and the special institutional 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. Online courses will be assessed the special institutional fee and the technology fee.
- Active duty military personnel and stationed in Georgia (except military personnel assigned to this institution for educational purposes) and their dependents are eligible for out-of-state tuition waivers. Documentation must be approved by the Registrar's Office. Active military students should refer to the Bursar's Office website as they are eligible for reduced student fees.
- 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.

## Regents' Policies Governing Residency Requirements

### A. United States Citizens

#### 1.

1. An independent student who has established and maintained a domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term shall be classified as "in-state" for tuition purposes.

It is presumed that no student shall have gained or acquired in-state classification while attending any postsecondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a postsecondary educational institution in this state.

2. A dependent student shall be classified as "in-state" for tuition purposes if either i) the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the student has graduated from a Georgia high school or ii) the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the parent claimed the student as a dependent on the parent's most recent federal income tax return.
3. A dependent student shall be classified as "in-state" for tuition purposes if a U.S. court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term, provided that appointment was not made to avoid payment of out-of-state tuition and the U.S. court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term.

#### 2.

1. If an independent student classified as "in-state" relocates temporarily but returns to the State of Georgia within 12 months, the student shall be entitled to retain in-state tuition classification.
2. If the parent or U.S. court-appointed legal guardian of a dependent student currently classified as "in-state" for tuition purposes establishes domicile outside of Georgia after having established and maintained domicile in the State of Georgia, the student may retain in-state tuition classification as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian.

### B. Noncitizens

Noncitizens initially shall not be classified as "in-state" for tuition purposes unless there is evidence to warrant consideration of in-state classification. Lawful permanent residents, refugees, asylees, or other eligible noncitizens as defined by federal Title IV regulations may be extended the same consideration as citizens of the United States in determining whether they qualify for in-state classification. International students who reside in the United States under nonimmigrant status conditioned at least in part upon intent not to abandon a foreign domicile are not eligible for in-state classification.

A glossary defining the terms in the tuition classification policy can be found in the University System of Georgia Board of Regents Tuition Classification Guidelines Manual (BR Minutes, June 2006).

## 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. The waiver can be retained by the military personnel, their spouses, and their dependent children if the military sponsor is reassigned outside of Georgia, as long as the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status (BR Minutes, February 2004).
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, which shall be authorized to waive the out-of-state tuition differential for a limited number of graduate students each year, 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. Students domiciled in an out-of-state county bordering Georgia, enrolling in a program offered at a location approved by the Board of Regents and for which the offering institution has been granted permission to award Border County waivers (BR Minutes, October 2008).
10. National Guard Members and U.S. Military Reservists. Active members of the Georgia National Guard, stationed or assigned to Georgia or active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children (BR Minutes, October 2008).
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 Economic Development 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 ICAPP Advantage Programs. Any student participating in an ICAPP Advantage program.
14. International and Domestic Exchange Programs. Any student who enrolls in a University System institution as a participant in an international or domestic direct exchange program that provides reciprocal benefits to University System students (BR Minutes, October 2008).
15. Economic Advantage. As of the first day of classes for the term, an economic advantage waiver may be granted to a U.S. citizen or U.S. legal permanent resident who is a dependent or independent student and can provide clear evidence that the student or the student's parent, spouse, or U.S. court-appointed legal guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. For U.S. citizens or U.S. legal permanent residents, this waiver will expire 12 months from the date the waiver was granted (BR Minutes, October 2008).

As of the first day of classes for the term, an economic advantage waiver may be granted to an independent non-citizen possessing a valid employment-related visa status who can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment. Relocation to the state must be for employment reasons and

not for the purpose of enrolling in an institution of higher education. These individuals would be required to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Independent non-citizen students may continue to receive this waiver as long as they maintain a valid employment-related visa status and can demonstrate continued efforts to establish U.S. legal permanent residence and legal domicile in the State of Georgia (BR Minutes, October 2008).

A dependent non-citizen student who can provide clear evidence that the student's parent, spouse, or U.S. court-appointed legal guardian possesses a valid employment-related visa status and can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment is also eligible to receive this waiver. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals must be able to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Non-citizen students currently receiving a waiver who are dependents of a parent, spouse, or U.S. court-appointed legal guardian possessing a valid employment-related visa status may continue to receive this waiver as long as they can demonstrate that their parent, spouse, or U.S. court-appointed legal guardian is maintaining full-time, self-sustaining employment in Georgia and is continuing efforts to pursue an adjustment of status to U.S. legal permanent resident and the establishment of legal domicile in the State of Georgia. (BR Minutes, October 2008.)

16. 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 an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year. (BR Minutes, October 2008).
17. Nonresident Student. As of the first day of classes for the term, a nonresident student can be considered for this waiver under the following conditions:
  - Dependent Student. If the parent, or U.S. court-appointed legal guardian has maintained domicile in Georgia for at least 12 consecutive months and the student can provide clear and legal evidence showing the relationship to the parent or U.S. court-appointed legal guardian has existed for at least 12 consecutive months immediately preceding the first day of classes for the term. Under Georgia code legal guardianship must be established prior to the student's 18th birthday (BR Minutes, October 2008).
  - Independent Student. If the student can provide clear and legal evidence showing relations to the spouse and the spouse has maintained domicile in Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term. This waiver can remain in effect as long as the student remains continuously enrolled (BR Minutes, October 2008).

If the parent, spouse, or U.S. court-appointed legal guardian of a continuously enrolled nonresident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the nonresident student may continue to receive this waiver as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent, spouse or U.S. court-appointed legal guardian (BR Minutes, June 2006).

18. Vocational Rehabilitation Waiver. Students enrolled in a University System of Georgia institution based on a referral by the Vocational Rehabilitation Program of the Georgia Department of Labor (BR Minutes, October 2008).
- \* Please consult the registrar's office regarding waiver requests. The deadline for all waiver submission is by the end of the 5th week of the semester for fall and spring and by the end of the 1st week of the summer term. Waivers submitted after these deadlines will not be reviewed. If a waiver application is approved, the waiver will not be retroactive to prior terms.
  - \* Please note that receipt of a waiver may decrease need based eligibility and will be calculated as a resource for Financial Aid awards. Contact the Office of Financial for specific details.

## Residency Reclassification

Students are responsible for registering under the proper residency classification. Initial determination of residency is made by the Admissions Office for students during their first semester of enrollment. Determination of residency status for continuing students is done by the Office of the Registrar. Any student who wishes to appeal either one of these decisions must complete the residency appeal form and submit it to the Registrar with all other supporting documentation. The appeal must be submitted by the end of the 5th week of the semester for fall and spring and by the end of the 1st week of the summer term. Appeals submitted after these deadlines will not be reviewed. Appeals of the decision of the Registrar may be made to the Associate Vice President of Enrollment Management no later than the 10th week of fall or spring and

no later than the 3rd week of the summer term. The decision of the Associate Vice President of Enrollment Management is final. If the petition is granted, reclassification will not be retroactive to prior semesters.

## Bordering County Agreements

Armstrong Atlantic State University has bordering county tuition agreements with Jasper and Beaufort counties in South Carolina. The “South Carolina Certification” form is available in the Registrar’s Office and online. If the Border County waiver is granted, the waiver will not be retroactive to prior semesters. All waiver requests must be submitted by the end of the 5th week of the semester for fall and spring and by the end of the 1st week of the summer term. Waivers submitted after these deadlines will not be reviewed.

## Bursar’s Office

The Bursar’s Office is located in the lobby of Burnett Hall. The regular office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Hours are extended during registration..

## Off-Campus Fees

Students enrolled exclusively in courses categorized as “off-campus” will not be charged health, athletic, student center, access ID, activity, and recreation 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 all of the applicable fees charged to on-campus students. **All students pay a technology fee and the Board of Regents Special Institution Fee.**

## Online Course Fees

A course will be considered Online if 100% of the course is delivered over the internet without an on-campus component. Students taking online courses will only be assessed the technology fee and the Board of Regents special institutional fee. Students taking a combination of on-campus and online courses will be charged all of the applicable fees charged to on-campus students. Students taking a combination of off-campus and online courses will only be assessed the off-campus fees listed above.

## Other Fees and Deposits

Fee rates listed below are for Fall 2013 - Summer 2014.

**Graduate Application Fee (Non-Refundable):** .....\$30.00

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

**Graduation Fee (Non-Refundable):** .....\$63.00

Payable by each candidate for graduation when graduation application is submitted (two semesters prior to graduation). If candidate is receiving a second degree at the same graduation ceremonies, an additional \$10.00 is due. The full \$63.00 is charged for a second degree awarded at a subsequent graduation ceremony. A fee of \$25.00 is charged for each replacement diploma

**Late Registration Fee (Non-Refundable):** .....\$54.00

A late registration fee is charged to all students who do not complete registration by the close of business during the regular registration period. Registration is completed by registering for class(es) and paying all fees 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.

**Late Payment Fee (Non-Refundable):** .....\$54.00

A late payment fee will be added if a student’s tuition, fees, meal plan and housing are not paid after late registration. If a student gets financial aid, they must pay the balance of what they owe after they deduct the amount of financial aid they are to receive. This includes students receiving the Hope scholarship. Please call the Bursar’s Office if you need help in making this decision.

<b>Student Athletic Fee</b> .....	\$146.00
<b>Student Activity Fee</b> .....	\$49.00
<b>Student Center Fee</b> .....	\$110.00
<b>Student Access ID Fee</b> .....	\$15.00
<b>Student Recreation Fee</b> .....	\$43.00
<b>Student Special Institution Fee</b> .....	\$250.00
	(or \$125 if under 4 credit hours)
<b>Student Technology Fee</b> .....	\$60.00
<b>Student Health Fee</b> .....	\$20.00
<b>Student Parking Decal (Non-Refundable)</b> .....	\$50.00
	Annual fee covering September 1 through August 31.
<b>Nursing Deposit (Non-Refundable):</b> .....	\$200.00
<b>Physical Therapy Deposit (Non-Refundable):</b> .....	\$250.00
	For accepted applicants to retain their position in the program.
<b>Teacher Education Practicum Fee:</b> .....	\$325.00
	Students admitted to teacher education programs in the College of Education are required to pay a \$325.00 practicum fee (to be assessed with tuition).

## Refund Policy

Refund of tuition and fees may be requested only upon written application for withdrawal from school. A Withdrawal Form should be completed in the Office of Student Affairs. Refunds are based on the withdrawal date of the term's calendar days, not how many times individual classes have met. 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.

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.

**No refunds will be made to students dropping a course after the first day of class.**

**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.**

**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.

## Return Check Policy

When a check is returned by the bank for non-payment, the Bursar's Office 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 \$30.00 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 payment fee. Checks returned because of bank errors will be redeposited after written notification is received from the bank and a \$30.00 service charge



is paid by the student. No late payment 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 may be dropped from classes. When the check and applicable charges are paid, the student may re-register subject to approval of all instructors for that term. 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, whichever is greater, will be charged at the time of the subsequent enrollment.

If the student does not respond to the Bursar's Office 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 the Bursar's Office in order to register. The student may 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 Bursar's Office in Burnett Hall.

## Fee Payment by Credit Card

Fee payment by credit card in person. This may only be used to pay for graduation fees, testing fees, parking tickets, parking decals, and other miscellaneous fees. Credit cards accepted are AMX, DISC, VISA, and Mastercard. If you pay by credit card, you may be refunded by credit card depending on what the refund is for.

**Fee payment by credit card over the WEB.** Credit cards (AMX, DISC, and Mastercard) may be used over the web via Touchnet to pay for tuition, housing and meal plans. A 2.75% convenience fee will apply. No credit card payments will be accepted over the phone.

1. Go to the Armstrong website ([www.armstrong.edu](http://www.armstrong.edu)).
2. Click on Current Students.
3. Look under the Money Matters heading and click Bursar's Office.
4. Click "Pay Online" button on the right side of the screen.

## Fee Payment by WebCheck

**Fee payment by WebCheck.** Students may pay via WebCheck over the web via Touchnet. Follow the same steps as you would for paying by credit card, but select Webcheck. You will then be asked for your routing number and account number for your checking or savings account. No convenience fees apply here.

## Fee Payment by Check

Checks should be made payable to **Armstrong Atlantic State University** or **Armstrong** and addressed to **Bursar – 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 handwritten. ***The total amount due on the invoice (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 Bursar's Office in Burnett Hall. Students who have financial aid and pay the balance with cash/check must pay their fees to the cashier during regular registration. Students who mail their invoice and check to the Bursar's Office cannot be guaranteed enrollment unless their envelope is sent by registered mail and is received by the Bursar's Office by the appropriate deadline.

***The student's student identification 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 with balances from previous semesters must pay in cash, money order, credit card, or cashier's check in order to have "holds" lifted immediately. If you pay by check or WebCheck, "holds" will remain until proof is provided that the check cleared the bank or you will have to wait 30 days until the hold is removed.*

## Fee Payment using Nelnet

Students may use Nelnet, a company that offers a pre-payment plan. Armstrong partners with Nelnet allowing students to pay tuition and fees over time, making college more affordable. There is a \$50.00 enrollment fee per semester to enroll in the plan.

Steps to Enroll: Go to [www.armstrong.edu](http://www.armstrong.edu), click on tuition and fees at the bottom of the page, next, click on enroll in a payment plan, click sign up for a payment plan. Payments may be made by automatic bank payment (ACH), and Credit card/ debit card. (An additional convenience fee will be assessed.)

## Fee Payment by Cellphone

Go to [www.m.armstrong.edu](http://www.m.armstrong.edu), and use the payonline button on the log-inpage.

## 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 available weekly after the third week of classes throughout the term as financial aid is processed.

Students who do not pre-register or do not complete financial aid paperwork on time experience a delay in receipt of the "excess" check. ***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 pre-register, but whose aid does not exceed fees, should submit the remaining payments by the published fee payment deadlines. Financial aid students who register and do not attend classes will not receive financial aid. Financial Aid students who register should go to the Bursar if they still owe fees. If their charges exceed aid, they will be charged for the unpaid amount.

Financial aid students that are scheduled to receive more financial aid than their balance will receive an "excess" check after verification of attendance has been completed, which occurs approximately three weeks after courses have begun. Students whose financial aid is not complete prior to the published fee payment deadline are required to pay their balances. Students who wish to pay any balances must pay by the fee payment deadline.

## Financial Aid "Excess Checks"

All financial "excess" funds will be processed based on the information provided by the student to the Bursar's Office. Students have the option to receive "excess" funds via direct deposit or by mail. For more information, please contact the Bursar Office. (An excess check is the net amount of financial aid less all fees and charges). "Excess" check processing will begin at the end of the third week of the term. After the third week, subsequent "excess" funds will be disbursed weekly. No "excess" checks will be released directly to students. Students should ensure that their correct mailing address is on file with the Registrar's Office. It is the student's responsibility to verify and update mailing address via the Port.

Direct Deposit: Students may have their excess financial aid money refunded directly to their checking account if they choose to sign up for Direct Deposit. Log onto the Port, then Touchnet Bill Pay System.

Disbursement of financial aid will be made only if the applicant has completed all requirements for receipt of aid (see Disbursement of Financial Aid).



## **Student Account Information**

The university will not release specific student account information over the telephone. Students should inquire about their account over the Port. Student account information will be released only if the student appears in person with applicable identification. Required identification is a picture ID and driver's license or a Social Security card. This action was taken due to the increase in identity theft and because the caller's identity cannot be verified.

If a student wants their parent to have access to account information, a Family Educational Rights and Privacy Act (FERPA) waiver must be on file in Victor Hall.

## **Unpaid Financial Obligations**

By registering for classes or incurring other financial charges (housing, meal plans, etc.), a student is acknowledging responsibility for payment of amounts due. Failure to pay may result in legal measures to ensure collection. Collection fees will be added to the amount owed by the student.

## **Financial Obligations**

Any student delinquent in the payment of any financial obligation to the university will have their grade reports and transcripts of records withheld. Grades and transcripts will not be released, nor will the student be allowed to register at the university until all financial obligations are met. Fees for each semester are to be paid in full at the time of registration.

## **Off-Campus and Liberty Center Financial Policies**

Students at the Liberty Center and other off-campus locations follow regular payment guidelines. Payments must be received by Armstrong by published payment deadlines.

Students who participate in advance registration, registration, or late registration may use credit cards. Please see the previous section on specifics about paying by credit card. Partial payments, i.e., part credit cards/part cash or check, are not accepted.

# Financial Aid

## General Information

The Office of Financial Aid is especially concerned with students who need financial assistance to attend Armstrong Atlantic State University (Armstrong). The primary responsibility for financing a college education rests with the student and family. Financial aid is available to supplement family contributions and 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. Family income, assets, number of family members, number in college, and other factors determine eligibility. The university will attempt to assist the students 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](http://www.fafsa.ed.gov). Any student admitted to or attending Armstrong is encouraged to apply for financial aid.

The Office of Financial Aid is interested in helping students find ways to finance their education. However, federal and state law heavily regulates the financial aid application and awards process, and as a result the process takes time. At least thirty-percent of Armstrong students are selected for a process called verification. Armstrong's Office of Financial Aid does not know who will be selected at the time students apply for aid. All students should be prepared to supply signed copies of their federal tax transcripts and W2's from the previous year, a completed verification worksheet, and a completed credit/benefits worksheet to the Office of Financial Aid. The Office of Financial Aid may also require a number of other documents before aid can be awarded. Please respond quickly and accurately to any and all requests for documentation from the Office of Financial Aid. Requests will be made via the students' Armstrong email account. This is the Office of Financial Aid's primary form of communication with students. Students are responsible for obtaining and maintaining their Armstrong email account. Students are encouraged to check their Armstrong email on a regular basis.

## Available Information

In accordance with federal regulations governing Armstrong's financial aid programs, certain information is available to prospective and current students, parents and specified other parties. This information is available in the offices listed:

### Rights under Family Educational Rights and

Privacy Act (FERPA).....	Registrar's Office
Types of aid available .....	Financial Aid Office
Institutional information	
Tuition Rates .....	Bursar's Office
Refund Policies .....	Bursar's Office
Return to Title IV Funds Policy .....	Bursar's Office
Requirements for Withdrawing.....	Registrar's Office
Accreditation Information.....	Registrar's Office
Completion/Graduation Rates .....	Registrar's Office
Campus security reports .....	Public Safety Office
Athletic program participation rates	
& financial support data.....	Athletic Department
Enrollment Verification.....	Registrar's Office
Student Loan Deferment Information.....	Registrar's Office
Veteran's Educational Assistance Information .....	Registrar's Office

## Deadlines

The following deadlines are 'priority' deadlines. Students meeting these deadlines should have ample notice of their awards prior to the start of the term. All other applicants will be processed in date order.

- March 15     Fall semester priority deadline for submitting the completed and signed FAFSA or Renewal FAFSA to the federal processor.
- April 20     Fall semester deadline for submitting all supporting documentation requested by the Office of Financial Aid.
- August 3     Spring semester priority deadline for submitting the completed and signed FAFSA or Renewal FAFSA to the federal processor.
- September 7   Spring semester deadline for submitting all supporting documentation requested by the Office of Financial Aid.
- March 5     Summer semester priority deadline for submitting the completed and signed FAFSA or Renewal FAFSA to the federal processor.
- April 5     Summer semester deadline for submitting all supporting documentation requested by the Office of Financial Aid.

Students who miss these deadlines must be prepared to pay their own fees. Students must apply for financial aid every year. Awards are made only for the current year.

## 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. Students applying for additional loan funds must make a request for these funds before the Office of Financial Aid will process or disburse such funds. Verification of attendance must be attained for classes before aid is disbursed to the student's account. A student's enrollment in sessions that begin later in a semester may cause a delay of disbursement of aid due to verification of attendance in such classes. Aid offered is based on full-time enrollment status unless otherwise indicated, and may be adjusted depending on hours enrolled. For options on how you would like to receive your refund, you may contact the Bursar's Office.

Students who attend off-campus centers are also subject to verification of attendance. Their excess funds will be processed after verification of attendance is completed.

Work study funds are earned on an hourly basis and are only paid for work performed. Funds from this program are paid bi-weekly

## Disbursement of Financial Aid for Transient Students with Consortium Agreements

Armstrong students attending other institutions as transient students may have their aid eligibility based on enrollment at an eligible host institution. Students are required to complete the necessary documentation with the Registrar's Office and the Office of Financial Aid. The students' financial aid will be sent to the host institution unless the student receives direct deposit or provides the Office of Financial Aid with proof of payment. Armstrong will still disburse financial aid according to its own schedule. Consortium agreements do not serve as payment to the host institution, nor can Armstrong defer another institution's fee payment deadline. Students must have all transcripts from the host institutions returned to Armstrong 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 a graduate degree. To be eligible for appointment as a graduate assistant, the student must have regular or provisional admission to a graduate degree program. Persons holding assistantships are expected to render certain services to the university. The supervisor to whom 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 on the Graduate Studies website. Applications for graduate assistantships may be obtained from Graduate Studies.

## Employment

**Federal College Work Study Program.** This federally sponsored program is awarded based on need and availability. Students are awarded a specific dollar amount, and may earn up to this maximum each semester. Funds are earned on an hourly basis and are only paid for work performed. The supervisor to whom the student is assigned will outline the required duties. For more information, contact the Office of Financial Aid.

Students in this program may not exceed sixteen hours of work per week.

**Institutional Work Study Program.** Students are selected for this program by the heads of the various departments and approved by Armstrong's Office of Human Resources. Students must be qualified for the available positions. For more information contact Human Resources.

Students in this program may not exceed nineteen hours of work per week.

## Grant Programs

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

**Teacher Education Assistance for College and Higher Education (TEACH) Grant Program.** Provides grants of up to \$4,000 per year to students in eligible education programs who agree to teach full time for four years at an elementary school, secondary school, or educational service agency that serves students from low-income families and other requirements. To be eligible, students must have the following:

- Be a US citizen or eligible non-citizen
- Complete a Free Application for Federal Student Aid (FAFSA )
- Be admitted to the College of Education as a Graduate Regular-Admit student in a program of study designated as TEACH Grant-eligible. Eligible programs are:
  - o Special Education
  - o Reading Specialist
  - o Middle Grades Mathematics
  - o Middle Grades Science
 \*All other programs are not eligible. (Post-baccalaureate Teacher Certification seekers are ineligible for this program.)
- Have at least a 3.25 Cumulative GPA and maintain a cumulative 3.25 GPA each semester you receive the TEACH Grant.
- Be enrolled in coursework that is necessary to begin a career in teaching such as the courses required for the programs listed above.
- Score above the 75th percentile on one of the following college admissions test(s), GRE, OR Miller Analogies OR have at least a 3.25 cumulative GPA (first year grad uses undergraduate GPA) and maintain a cumulative 3.25 GPA each semester you receive the TEACH Grant.
- Sign the TEACH Agreement to Serve and Promise to Pay and Complete the TEACH Grant counseling program (<http://www.teach-ats.ed.gov>).

### Teaching Obligation

In exchange for receiving the TEACH Grant, you must agree to serve as a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. You must complete the four years of teaching within eight years of finishing the program for which you received the TEACH Grant. You incur a four-year teaching obligation for each educational program for which you received TEACH Grant funds. You may work off multiple four-year obligations simultaneously under certain circumstances.

### Important Reminder

Failure to complete the teaching obligation, respond to requests for information, or properly document your teaching service will cause the TEACH Grant to be permanently converted to a loan with interest. Once a grant is converted to a loan it cannot be converted back to a grant!

For more information about receiving the TEACH Grant, contact the Armstrong Atlantic State University Financial Aid Office at 912.344.3266.

Please note: Legislative changes may affect the availability of some grant programs. Check with the Office of Financial Aid for more information.

## Loan Programs

Armstrong participates in the Federal Direct Lending Program as of July 1, 2010. Loan funding comes directly from the Federal Department of Education to students through the Federal Direct Stafford Loan Program and through the Federal Direct Grad PLUS Loan Program. Additional information is available at [www.studentloans.gov](http://www.studentloans.gov) or on our website at [www.armstrong.edu/finaid](http://www.armstrong.edu/finaid). Federal Stafford Loans are available for students who are enrolled at least half-time (three semester hours of graduate level courses). Deferment is available until students fall below half-time attendance. Unsubsidized loans are loans in which the student is responsible for the interest which accrues.

*Please note: Legislative changes may affect the interest rate and/or other loan terms. Check with the Office of Financial Aid for more information.*

### Federal Stafford Loans for Graduate Students

- **Unsubsidized:** Not need-based. Students are responsible for all interest.

The government limits the amount of money you can borrow under the Federal Stafford loan program.

As of July 1, 2012, subsidized loans are no longer available to graduate and professional degree students.

### Stafford Loan Amounts after July 1, 2008

	Initial- Subsidized and/or Unsubsidized	Additional Unsubsidized Only	Total Annual Limit	Aggregate Loan Limit
Post-Baccalaureate Independent Student	\$5,500	\$7,000	\$12,500	\$57,500 (up to \$23,000 sub)
Graduate	Initial Unsubsidized	Unsubsidized Only	Total Annual Limit	Aggregate Loan Limit
Provisional	\$5,500	\$7,000	\$12,500	\$57,500 (up to \$23,000 sub)
Regular	\$8,500	\$12,000	\$20,500	\$138,500 (up to \$65,000 sub)

Interest rates are fixed based on current Federal Stafford Loan rates determined by the Federal Department of Education. The Federal Department of Education is required by law to notify students of changes in the interest rate. Origination and processing fees are deducted from the loan amount borrowed.

The cumulative borrowing limit for both undergraduate and graduate students is \$138,500.00. Armstrong does not automatically offer additional unsubsidized loans in your award. All loans must be certified before the end date of the term the student wishes to borrow.

**Note: Graduate students not regularly admitted into a graduate program or not enrolled for graduate level course work do not qualify for graduate level funding. Students admitted on a provisional basis only qualify for aid for one calendar year.**

Students enrolling in Teacher Certification programs must have their program of study verified before funds disburse each term. Most Armstrong certificate programs are not eligible for assistance at all.

**PLUS Loans for Graduate or Professional Students.** Graduate or professional students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance.

The deadline to request loan funds is ten business days prior to the last published date of term for which the student is seeking payment.

## Academic Scholarship Application and Offerings

With the approval of the President and consistent with Armstrong'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 Armstrong 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 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 may be available for graduate nursing students as federal funds are available. 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](http://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.

## Standards of Academic Progress

It is each individual student's responsibility to read and adhere to the Standards of Academic Progress Policy. The policy is in place because the Higher Education Act of 1965 was amended with **Program Integrity** regulations passed on October 29, 2010 that mandates institutions of higher education to establish a standard of satisfactory academic progress for a student who receives any financial aid. A requirement is that the progress measurement include a student's entire academic history, whether or not Title IV funded aid was received.

What this means to you is that in order to remain eligible to receive financial aid you must meet the standards specified for acceptable academic performance and satisfactory progress toward the completion of your program of study. The progress standards are established within the framework of federal regulations and specifically for the purpose of determining the eligibility of students to receive financial aid under Title IV and State aid programs. These programs include Federal PELL Grant, Federal Supplemental Education Opportunity Grant (SEOG), Federal Work-Study, Georgia's HOPE Scholarship and Federal direct Loan Programs (Stafford, PLUS and Grad PLUS).

The University will complete an annual review of compliance with this policy for all students at the end of each spring semester. If you do not meet the minimum requirements defined by this policy you will lose your eligibility for financial aid.



**Standards of Academic Progress Requirements:**

(1) **Academic Performance:** All students who have **attempted** 60 or more semester hours must have a 2.0 cumulative Grade Point Average (GPA). The cumulative GPA is derived from all hours accepted by Armstrong, including transfer work, whether or not the hours apply toward your degree program.

(2) **Progress Toward Degree Completion:** All students must make significant progress toward completion of degree requirements in order to receive aid. A mandated minimum completion rate of 67% is the standard for acceptable progress toward degree completion. When computing this percentage the numbers are not rounded up or down.

The formula for this calculation is as follows:

$$\text{Cumulative number of hours successfully earned/Cumulative hours attempted} = \% \text{ completed}$$

Grades of W, WF, WH, V (audit), F,U,I and NR are not considered successful course completion. In addition, all attempts of repeated coursework and non-credit coursework are included in the cumulative attempted number.

(3) **Credit Hour Limit:** A maximum number of attempted hours in which to complete a degree is established. Students who exceed this limit will lose their eligibility to receive financial aid. The maximum number of attempted hours is based on 150% of the average degree program requirements. Undergraduate programs must be completed by the 186th attempted semester hour. Graduate (Master's Degree) programs requiring less than 40 credit hours must be completed by the 51st attempted semester hour. Master's Degree programs requiring more than 40 credit hours must be completed by the 74th attempted hour. Degree programs above the Master's level require completion by the 201st attempted semester hour. Learning support classes will be counted as attempted hours for these purposes. Exceptions for second degree seekers will be considered upon receipt of written notice via a Standards of Academic Progress appeal form.

**Appeal for Reinstatement of Aid**

If your academic progress was reviewed at the end of the spring semester and you lost your eligibility for financial aid, you can regain financial aid in two possible ways;

- 1) By continuing to work toward a degree without financial aid, successfully accomplishing all the Standard of Academic Progress requirements and providing written notice of that by filing an appeals form with the Office of Financial Aid.
- 2) By filing an appeal of the loss of eligibility for financial aid that identifies mitigating circumstances. If you choose to file an appeal you must do so through the formal Appeal Form. In your appeal you need to clearly explain WHY you failed to meet the progress requirements and WHAT corrective measures you have undertaken to improve your future performance. Written and signed documentation of any mitigating circumstances that impacted your performance must be included with the appeal form.

A Standards of Academic Progress Committee will review your appeal and supporting documentation and either approve or deny your appeal. Approvals will only be granted for one semester, so if you are deemed unable to achieve the progress standard in one semester, the Committee cannot approve the appeal. You will be notified in writing of the Committee's decision through a document called the Standards of Academic Progress Agreement which you must sign and return to the Office of Financial Aid. On a case by case basis, the Committee may offer an academic plan to students exhibiting extreme, documentable, mitigating circumstance.

You may appeal a maximum of three (3) times during your academic career at Armstrong and you will remain ineligible for financial aid until fully compliant with the Standards of Academic Progress Policy.

Forms for a Standards of Academic Progress Appeal are available at the Office of Financial Aid website at [www.armstrong.edu/finaid](http://www.armstrong.edu/finaid) under Financial Aid Forms.

**Terms and Conditions of Award**

It is especially important that you understand the conditions of your awards and your responsibility as a financial aid recipient. Our policies are explained fully in the Armstrong Catalog. You are required to take courses work that applies toward your declared degree objective at Armstrong. All aid will be calculated based on your degree program. Be sure you read and understand the conditions of your award.

If you have any questions, please feel free to contact our office at 912-344-3266.

## 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.

### University Housing and Dining Services

Housing and Residence Life provides on-campus student-exclusive communities that are apartment accommodations designed and managed to support upperclass and graduate students. The communities of Compass Point, University Crossings, and University Terrace offer apartments with the following amenities:

- Kitchens with full-size appliances.
- Furnished living rooms and private bedrooms.
- Basic cable television, local telephone service, Internet connection, water, sewer, electricity, and parking decal are included.
- Located close to classes, Student Recreation Center, Lane Library and Savannah shops and restaurants.

Access to classes, campus recreational facilities, meeting spaces, co-curricular activities and events make the communities the choice for undergraduate and graduate students. Housing is not guaranteed. It is based on a first-come, first-served basis.

University food service is provided by Sodexo. Students who live in University Housing are required to purchase a meal plan.

For more information, please visit the website at [www.housing.armstrong.edu](http://www.housing.armstrong.edu).

### Student Services

**Armstrong Student Union:** The Student Union is the “living room” of the campus. It offers dining, bookstore, meeting and ballroom space, theatre, lounges, and hosts the SGA, Campus Union Board, and Student Affairs Offices.

**Alcohol and Drug Education.** The University Counseling Center provides campus alcohol and drug prevention education, as well as services to students with individual concerns about alcohol/drug-related issues including personal assessments, counseling, and/or referral to community treatment programs. Assistance is also offered for other personal issues. They coordinate support group meetings on campus and collaborate with local prevention and treatment facilities. Training is provided for residence hall professional staff, student resident advisors and orientation leaders. Classroom instruction is provided upon request of instructors. Resource materials are available.

**University Bookstore.** Armstrong Atlantic’s bookstore, located in the Armstrong Student Union, provides students with textbooks, school supplies, university apparel, gifts, and laboratory and studio supplies. Extended and weekend hours are posted.

**Campus Computing Labs.** General purpose student computing labs are located in Solms Hall 104, University Hall 112, and Science Hall 129. Each lab provides PC workstations with Internet access, printing capabilities, and a general offering of software applications. Please visit <http://www.cis.armstrong.edu/helpdesk/students/labs.html> for additional information.

**Career Services.** Located on the first floor of the Memorial College Center, Career Services provides assistance with all aspects of career development and the job search process. Students in the early stages of career development can obtain assistance in such areas as selecting a major, gathering occupational information, investigating career paths through individualized career advisement and computerized career guidance techniques. Part-time and full-time employment opportunities, and internship opportunities, are listed on the website. Students closer to graduation may take advantage of one-on-one assistance or workshops on topics such as resume writing, interviewing skills, business and social etiquette, dressing for success, and applying to graduate school. Mock interviews are also available to help prepare students and alumni for the job search process. Local, regional, and national job listings, and referrals are available to students and alumni. Career fairs are held each semester to assist students in finding part- and full-time jobs and internships. Check out our website at [www.armstrong.edu/Departments/career\\_services](http://www.armstrong.edu/Departments/career_services) for a wealth of information to assist you with your professional development.



**Dining Services.** Campus dining, convenience store, and coffee shop are located in the Armstrong Student Union and offer cash service as well as meal plans. A daily hot line, salad bar, deli line, grill, and pizza stand are open when classes are in session. Armstrong's newest dining facility is located in the MCC Food Court. You'll find a Quiznos that features delicious subs, soups, salads & flat bread sandwiches. Included in the Food Court is also the World of Wings, which features award winging chicken wings, chicken tenders, wraps, salads, and delectable sides with a Cajun flare!

**Disability Services.** Disability Services provides reasonable accommodations to students with disabilities at no charge. It is the student's responsibility to self-identify to Disability Services and to provide complete, up to date documentation regarding the disability. Students with a visual impairment, hearing impairments, medical disability, mobility impairment, learning disability, acquired brain injury, pervasive developmental disorders (P.D.D.), Attention-Deficit/Hyperactivity Disorder (A.D.D.), or psychological disorder that substantially interferes with functioning may be eligible. Documentation regarding the diagnosis of Learning Disability, P.D.D., A.D.D., psychological disorder, and acquired brain injury must be reviewed and approved by the Regents' Center for Learning Disorders. Students with disabilities must meet all university admission requirements and academic standards. Accommodations are determined on an individual basis and may include: extended time on tests, low distraction test room, assistance finding volunteer note takers, books on tape or CD, enlargement of printed materials, and use of adaptive equipment. Obtaining documentation of the disability and arranging accommodation takes time, so students are urged to contact the ODS as soon as they are accepted for admission. Once a student is approved to receive accommodations, Advocacy Letters outlining approved accommodations are provided to the student to share with professors each semester. Adaptive software and equipment is available on campus. Documentation requirements for various disabilities and Disability Services policies and procedures are also available from ODS.

**Hispanic Outreach & Leadership (HOLA).** HOLA assists Latino students in succeeding by providing enrollment services, academic support, and leadership opportunities. The office also coordinates Latino Heritage Week and other cultural activities for the University and the greater community. HOLA also leads two grant initiatives, The Goizueta Foundation Scholars Fund and the Lumina Latino Student Success grant, or CAMINO program. The College Access Mentoring Information and Outreach program is the latest addition to a successful Hispanic/Latino program initiative at the university that assists students and families of first generation college backgrounds. HOLA is located in the Memorial College Center.

**ID Cards.** Armstrong ID cards are produced by the Pirate Card Office in Room ED245 of the Student Union Monday through Thursday when classes are in session. For specific hours of operation, call 344-3292.

**International Education.** Students from other countries are encouraged to contact the International Education Office for information and materials that will assist with the transition to American higher education. Students from this country interested in opportunities to study abroad may also contact that office, located on the second floor of Gamble Hall.

**Lane Library.** The library, through its collections and services, supports the academic programs of the university and the scholarly information needs of Armstrong students, faculty and staff. Named for Mills B. Lane, prominent Savannah-Atlanta Banker, philanthropist, and an early patron of the university, Lane Library was built in 1966 and substantially enlarged in 1975. The building was completely renovated in 2005-2006. The space devoted to library services grew by 25% with the 2013 opening of the Learning Commons in an adjacent renovated building. The Learning Commons features group study rooms, Macs and PCs, Wi-Fi access, and a variety of furniture ideal for group and individual study.

The library collections include more than 215,000 volumes, 500 journal and magazine subscriptions, over 2,900 online journals, 80,000 electronic books, and approximately 7,200 audiovisual titles, including compact discs, videocassettes, DVD's and educational software. Special collections include the University Archives and the Florence Powell Minis Collection, which contains published materials on local history and culture and first editions by Conrad Aiken and other Savannah writers.

In addition, through the state-sponsored GALILEO system and through locally selected resources, library users have online access to over 200 bibliographic and full-text databases of books and journal articles. Books from other University System of Georgia Libraries can be requested free-of-charge through the GIL Express service. Most journal articles and books that are not otherwise available can be obtained from other libraries in the United States via an interlibrary loan service.

To guide students through the maze of print and electronic sources, reference librarians provide a number of services, including: instruction sessions for classes on the selection, evaluation, and use of course-related library and information resources; individualized assistance at the reference desk by a professional librarian during most hours of library operation; e-mail, IM, and text reference service (Ask A Librarian) and telephone references service; research consultations, scheduled in advance, for students who desire extended, in-depth assistance with their research.

Off-campus library services for Armstrong Atlantic programs are supported online library services through Lane Library and by local libraries. Off-campus students have access to online library resources via the library webpage (<http://library.armstrong.edu>) using their Armstrong Port login or the GALILEO password. From the webpage, students can view listings of the library's books and media through the links to GIL and GIL Express; bibliographic and full-text databases are available to off-campus, currently-enrolled students through the links in the library Subject Guides. Off-campus students may also request materials that are not available in full text online by using the library's interlibrary loan service.

**Multicultural Affairs.** The purpose of the Office of Multicultural Affairs (OMA) is to provide support services to underrepresented students, and to assist in the facilitation of their University Engagement. OMA provides services in the areas of Academic, Professional, and Social Development.

OMA is designed to interact and engage with the underrepresented Armstrong students through recruitment, retention, and graduation. In addition to programs and services (such as Safe Space and the African-American Male Initiative), we prioritize these goals through interpersonal one-on-one interaction. OMA symbolizes a safe haven for students and an area on campus that students can readily identify with and call their own.

Our goal is to serve as an advocate for, and to assist in the navigation of our students in exploring not only their own culture, but those of other Armstrong students within their respective living environments as well as the surrounding Savannah area. OMA is located on the second floor of the Memorial College Center.

**Parking.** All vehicles driven on campus must be registered and display a university parking decal. Decals may be purchased from University Police (located in building #16). All students, faculty, and staff are responsible for complying with Armstrong's parking regulations. A copy of the regulations may be picked up at the University Police office or can be accessed on the University Police website.

**Student Health Center.** The Student Health Center provides quality care in times of need for physicals, illness, immunizations, sports and annual physical exams, testing for HIV, sexually transmitted illnesses (STIs), pregnancy, and tuberculosis, contraception management, and for minor injury. Medical and laboratory services are offered to currently matriculating students at a minimum cost. The office is supervised by a licensed board-certified nurse practitioner under the direction of a physician. Students may schedule an appointment Monday through Friday. The Student Health Center requires payment at time of service and does not accept insurance. An itemized bill will be given to the student in order that they may request reimbursement directly from their insurance company.

**Testing.** The following state- and nation-wide testing programs are administered by the coordinator for Testing Services: Certified Health Education Specialist Examination (CHES), College-Level Examination Program (CLEP), DANTES Subject Standardized Tests, GRE Subject tests, Independent and Distance Learning Examinations, Measure of Academic Proficiency and Progress (MAPP), Major Field Tests, Medical College Admission Test, Miller Analogies Test, National Board Dental Hygiene Examination, Nurse Entrance Test (NET), Pharmacy College Admission Test, the Regents' Testing Program, and the SAT On-Campus. For information about these and other testing programs, please contact Testing Services, located in the Memorial College Center, 2nd Floor.

**University Counseling Center.** Services are offered to currently enrolled students at no cost by licensed mental health and substance abuse counselors. Whether setting goals or resolving personal issues, students can be assured that discussions held with professional counselors are strictly confidential. Students may schedule individual appointments or sign up for group workshops in the University Counseling Center on the first floor of Compass Point.

**Veterans.** The veterans affairs representative is helpful in advising about certification procedures and services available to veterans.

**Writing Center.** Students in all disciplines may come to the writing center in Gamble Hall for help with their writing. Tutors in the writing center offer individual instruction in basic writing skills and provide guidance in the preparation of essays, reports, and research papers. Writing center staff members not only assist students in core composition courses, but are also available to work with faculty to improve writing across the curriculum. The center is administered by the Department of Languages, Literature, and Philosophy.

## Student Activities and Organizations

**Cultural Opportunities.** Nationally known speakers, contemporary concerts, dances, popular films, exhibits, and performances by outstanding classical and modern artists from around the world complement students' general education.

These programs are selected and coordinated by the campus union board. Student dramatic, choral, and instrumental groups, under professional direction, have established distinguished traditions. On-campus offerings, such as the faculty lecture series, broaden knowledge and interest in a non-classroom setting. The thousand-seat Fine Arts Auditorium often hosts performances, area arts groups, and out-of-town troupes such as the National Shakespeare Company.

**Intercollegiate Athletics.** Armstrong Atlantic is affiliated with the National Collegiate Athletic Association (NCAA) Division II. Athletic scholarships are available to support student-athletes who participate in the intercollegiate program. The men's athletic teams consist of basketball, baseball, golf, tennis, and cross country. Women's teams include basketball, softball, soccer, tennis, golf and volleyball. Armstrong Atlantic State University is a charter member of the Peach Belt Conference, an 12-school conference consisting of schools from Georgia, North Carolina and South Carolina, Armstrong Atlantic State University, Augusta State University, Clayton State University, Columbus State University, Francis Marion University, Georgia College & State University, Georgia Southwestern State University, Lander University, North Georgia College & State University, UNC Pembroke, USC Aiken, and the University of Montevallo.

**Recreation and Wellness.** The university places high priority on its recreational offerings and provides a wide variety of activities and programming, including intramurals, club sports, informal recreation fitness classes, and wellness education. The Student Recreation Center includes an exercise room for group fitness, 2 basketball/volleyball courts, and a fitness center with a wide variety of equipment including cardio, machine weights, and free weights. Other indoor on-campus facilities include a pool and a track. Outdoor facilities include tennis courts and intramural fields.

**Student Clubs and Organizations.** Armstrong Atlantic State University students have numerous opportunities to develop leadership skills, broaden their social and professional backgrounds, and make significant contributions to the university and the community. Clubs and organizations reflect the natural variety of interests found in a diverse student body:

- **Faith Based.** Baptist Collegiate Ministry, Chi Alpha, Eklesia Campus Ministries, Episcopal Campus Ministry, Generation of Faith Ministries, Hillel, The Navs, One Life Campus Outreach Ministries, Reformed University Fellowship, Sigma Alpha Omega and Wesley Fellowship.
- **Professional.** Armstrong Health Sciences Student Association; Armstrong Association of Nursing Students; Association for Computing Machinery; Georgia Association of Educators; National Student Speech, Language, and Hearing Association; Phi Alpha Delta; Physical Therapy Club; Student Council for Exceptional Children.
- **Special Interest.** 100 Black Men Collegiate Chapter; African-Caribbean Student Organization; Allure (Dance Team); American Go Association; Amnesty International; Anime Club; College Democrats; College Libertarians; College Republicans; Colleges Against Cancer; Design Matters; Ebony Coalition; Feminist Majority Leadership Alliance; Gay-Straight Alliance; HOLA; International Student Organization; Karate Club; Men's Football; Men's Rugby; NAACP; Science Fiction/Fantasy Club.
- **Academic Honor Societies.** Honor societies recognize and encourage superior scholarship in many fields of study. Campus chapters include: Alpha Eta (Allied Health); Delta Omega (Public Health); Phi Alpha Theta (History); Sigma Theta Tau (Nursing); Upsilon Pi Epsilon (Computer Science); Phi Kappa Phi; Omicron Delta Kappa.

Inquiries concerning any campus club or organization should be addressed to the Student Union and Activities Office.

**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 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 Armstrong are members of the organization if they have paid current graduate university activity fees. Contact the Division of Student Affairs for further information.

## College of Education

Patricia B. Wachholz, Dean  
Cynthia Bolton-Gary, Assistant Dean

### Organization and Degrees

The College of Education offers graduate courses from the academic units of Childhood and Exceptional Student Education and Adolescent and Adult Education. Graduate degree programs include the Master of Education in adult education and community leadership; early childhood education; curriculum and instruction; and special education. 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 non-degree post-baccalaureate certification programs in select content areas.

### Accreditation

All teacher education programs at Armstrong are approved by the Georgia Professional Standards Commission (GaPSC), accredited by the National Council for Accreditation of Teacher Education (NCATE).

Acceptance into or completion of a teacher preparation program through the College of Education does not guarantee employment by a school district or licensure by the Professional Standards Commission. Some course or internship fees and program revisions due to modifications in state requirements are subject to change without notice.

### Conceptual Framework

The College of Education and those partners who compose the Professional Education Unit share the vision established by the conceptual framework. It guides their efforts as they work collaboratively to develop highly qualified teachers who are prepared to educate diverse learners. The conceptual framework is based upon six tenets: respect for diversity, the essentials of professionalism, the importance of collaboration, the value of authentic assessment, the merit of reflection, and the role of technology. The shared vision and six tenets provide direction for programs of study, instruction, scholarship, and service. They require adherence to high standards of academic, professional, and ethical performance. Armstrong-prepared educators exemplify the highest qualities of character and ethical behaviors while demonstrating the dispositions, knowledge, and skills required to succeed in the modern classroom.

### 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 learning by 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; ability and skills to offer appropriate educational opportunities to students from diverse cultural and economic backgrounds; ability 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.

### Admission to Graduate Programs

Graduate students within the College of Education must satisfy all requirements for regular program admission. The College of Education does not offer provisional admission.

Students assume primary responsibility for knowledge of and compliance with program requirements. Questions should be directed to the student's advisor and/or to the graduate program coordinator.

### Non-Degree Program Information

Post-Baccalaureate (Non-Degree) certificate and/or endorsement programs offered through departments within the College of Education (refer to department for program specific requirements):

Certificate in Adult Education and Community Leadership Department of Adolescent and Adult Education

Certificate in Instructional Technology  
 Reading Endorsement  
 Special Education Transition Specialist Endorsement

Department of Adolescent and Adult Education  
 Department of Childhood and Exceptional Student Education  
 Department of Childhood and Exceptional Student Education

Please refer to the appropriate department for program-specific requirements.

Post-Baccalaureate (Non-Degree) Programs offered:

Art (P-12)  
 Biology (6-12)  
 English (6-12)  
 History (6-12)  
 Mathematics (6-12)  
 Music (P-12)  
 Spanish (P-12)

Department of Art, Music, and Theatre  
  
  
  
  
  
 Department of Art, Music, and Theatre

Please contact the College of Education Graduate Admissions Coordinator at 912.344.2568 for questions regarding admission to education programs. Art and Music applicants should contact the Department of Art, Music and Theatre at 912.344.2556 for program-specific requirements.

## ADOLESCENT AND ADULT EDUCATION

Patrick Thomas, Department Head

### GRADUATE CERTIFICATE IN ADULT EDUCATION AND COMMUNITY LEADERSHIP

#### Admission Standards

##### Regular Admission

1. An earned baccalaureate degree from a regionally accredited institution;
2. A current clear criminal background check conducted as directed by the College of Education;
3. A minimum overall undergraduate GPA of 2.50; and
4. A student must be admitted to the University on a degree-admission basis.
5. All admission documents should be submitted to the Adult Education program advisor.

#### Standards of Progression

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. A minimum overall grade point average of 3.00 or better must be earned for the certificate to be awarded on the graduate level.

#### Program of Study

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

ADED 7010 Special Topics in Adult Education .....	3
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
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 & Practice.....	3
HRVD 7410 Organizational Theory and Practice.....	3
HRVD 7420 Management and Leadership Behavior .....	3
<b>TOTAL</b>	<b>12 hours</b>

## GRADUATE CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY

### Admission Standards

#### Regular Admission

1. An earned baccalaureate degree from a regionally accredited institution;
2. A current clear criminal background check conducted as directed by the College of Education;
3. A minimum overall undergraduate GPA of 2.50; and
4. A student must be admitted to the University on a degree-admission basis.
5. All admission documents should be submitted to the Adult Education program advisor.

### Standards of Progression

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. A minimum overall grade point average of 3.00 or better must be earned for the certificate to be awarded on the graduate level.

### Program of Study

#### A. Required Courses (12 hours)

ADED 7300 Instructional Technology Theory and Practice .....	3
ADED 7310 Online Learning Environment .....	3
ADED 7320 Multimedia Design .....	3
ADED 7330 Current Topics in Instructional Technology.....	3
<b>TOTAL</b>	<b>12 hours</b>

## MASTER OF ARTS IN TEACHING—SECONDARY 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. The program of study will accomplish the following objectives:

1. Prepare candidates to create learning experiences that address the developmental needs of the adolescent student.
2. Prepare candidates to plan and teach lessons that elevate their adolescent students' subject matter knowledge and skills.
3. Implement developmentally responsive practices that reflect the philosophical foundations of middle-level education.
4. Employ best practices in the creation and use of middle-level curriculum and assessment using a variety of strategies to meet the varying abilities and learning styles of all young adolescents.
5. Understand the importance of working collaboratively with family and community members to increase student welfare and learning.
6. Engage in practices and behaviors that develop competence as professionals.

## Admission Standards

### Regular Admission

1. An earned baccalaureate degree from a regionally-accredited institution in a relevant content field;
2. A minimum overall undergraduate grade point average of 2.50 OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score (or 297 for test scores after 8/1/11) on the Graduate Record Examination (GRE) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Successful performance on the Georgia Assessments for the Certification of Educators (GACE) Basic Skills assessment examination or allowed exemption (For exemptions, visit <http://www.gapsc.com/documentation/basicskillsinfo.asp>);
4. Successful performance on the two respective Georgia Assessments for the Certification of Educators (GACE) content assessments for proposed degree of study;
5. Two completed and signed College of Education initial disposition assessment forms for the appropriate degree or program;
6. A letter of intent (following the College of Education's approved format); and
7. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived only with evidence of employment as a full-time teacher of record in a public school in the State of Georgia. Evidence must be presented on the College of Education's Employment Verification Form.

## Standards of Progression and Graduation

- A. Each candidate must have an official program of study on file in the appropriate department of the College of Education. Note: A program of study does not become official until a copy, signed by the candidate and his/her advisor, is placed in the candidate's departmental file.
- B. Fifty percent of the program of study must be completed at the 6000 level or higher.
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the State of Georgia. Evidence must be provided using the College of Education's Employment Verification Form.
- D. Candidates must maintain an overall grade point average of 3.0 or higher with no grades below a "C".
- E. The graduate internship is required for program completion and recommendation for teacher certification. Candidates will be admitted to internship following:
  1. Completion of all required coursework with an overall GPA of 3.0 or better.
  2. Submission of an application to internship including all documentation required by the Office of Field Experiences, Clinical Practice and Partnerships.
  3. Current clear criminal background check or current College of Education Employment Verification Form in the candidate's departmental file.
  4. Registration for the graduate internship course.
  5. Proof of current professional tort liability insurance.
  6. Students who are unsuccessful in internship (receiving a "U" or "W") may apply to intern one additional semester only after completing the prescribed Plan of Improvement, as outlined by the Director of Field Experiences, Clinical Placements and Partnerships.
- F. College of Education candidates for Graduate Internship who complete their program of study in initial certification programs but do not complete internship will be allowed no more than five (5) additional academic semesters (including summers) following the completion of their coursework to complete their internship. If a candidate is unable to complete the internship by the fifth semester following completion of coursework, the candidate will need to reapply to the university, present passing scores on appropriate Georgia Assessments for the Certification of Educators (GACE) Content exams, and be subject to any changes to the program of study and/or admission requirements.

- G. Program completion requires the following:
1. Completion of all required course work with a GPA of 3.0 or better.
  2. Successful completion of the graduate internship.
- H. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.
- I. All requirements for the degree must be completed within seven (7) years of the official admission date.

## Program of Study

### A. Major Field Courses (11 hours)

EDUC 6000 Professional Orientation to Teaching .....	3
EDUC 6100 Technology Theories and Applications for Teachers .....	2
EDUC 6200 Curriculum, Instruction, and Assessment .....	3
EDUC 6300 Educating Students with Disabilities in the General Education Classroom .....	3

### B. Secondary Courses (12 hours)

SCED 6330 Planning Instruction and Assessments for Diverse Learners.....	3
SCED 6100 Understanding the Nature and Needs of the Adolescent Learner.....	3
SCED 6400 Classroom Management .....	3
SCED 6500 Instructional Approaches to Reading and Writing in the Content Areas .....	3

### C. Method Courses (select one) (3 hours)

MGSE 5300G Content Methods in Secondary English and Language Arts .....	3
MGSE 5400G Content Methods in Secondary History and the Social Studies .....	3
MGSE 5500G Content Methods in Secondary Science .....	3
MGSE 5600G Content Methods in Secondary Mathematics .....	3

### D. Internship (4 hours)

SCED 6750 Internship .....	4
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**TOTAL 30 hours**

## 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 accomplish the following objectives:

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 of 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.
5. Require advanced study in human resource development, literacy education, or technology-based learning.

## Admission Standards

### Regular Admission

1. An earned baccalaureate or master's degree from a regionally accredited institution;



2. A minimum overall undergraduate GPA of 2.50 OR OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score on the Graduate Record Examination (GRE) (or 297 for test scores after 8/1/11) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Two (2) letters of recommendation;
4. A letter of intent (following the program’s approved format);
5. A current clear criminal background check conducted as directed by the College of Education;
6. Professional portfolio with indication of success;
7. All admission documents should be submitted to the Adult Education program advisor.

**Standards of Progression and Graduation**

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. To graduate, all course work and assigned exit projects must be completed and earn the candidate an overall 3.0 or higher grade point average. All requirements for the degree must be completed in seven (7) years from the official date of admission.
- C. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate’s application.
- D. This program does not lead to initial teacher certification.

**Program of Study**

**A. Adult Education Core (18 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 hours)**

**Human Resource Development**

HRDV 7400 Human Resource Development Theory & Practice..... 3

HRDV 7410 Organizational Theory & Practice ..... 3

HRDV 7420 Management & Leadership Behavior ..... 3

**Or**

**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 hours)

ADED 7500 Workplace Application..... 3

### TOTAL

**30 hours**

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

The purpose of the M.Ed. in Curriculum and Instruction is to improve P-12 teaching and learning by providing educators with deeper and broader knowledge of curriculum, pedagogy and assessment. This degree will prepare curriculum and instruction professionals who positively impact learning for every student and who advocate for and contribute to the field of education.

Graduates of the program will be prepared to demonstrate the following:

1. Advanced knowledge of and ability to design, implement, and evaluate curriculum that promotes student learning.
2. Advanced knowledge of and ability to plan, implement, and evaluate instruction to facilitate student learning.
3. Advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.
4. Knowledge and ability to use research to promote student achievement and to contribute to the teaching profession.
5. Advanced knowledge of the student through the lens of cognitive, physical, emotional, social, cultural, environmental, and economic factors.
6. Advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.
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.
9. Commitment to maintaining high standards for academic rigor by being reflective, engaging in professional development, advocating for the profession, maintaining ethical principles, and staying current and knowledgeable of policy, trends and practices in education.

## Admission Standards

### Regular Admission

1. An earned baccalaureate degree from a regionally accredited institution;
2. A minimum overall undergraduate grade point average of 3.00 OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score on the Graduate Record Examination (GRE) (or 297 for test scores after 8/1/11) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Documented T-4 certification or equivalent state-issued, clear, renewable teaching or service certificate;
4. A letter of intent (following the College of Education's approved format);
5. Two (2) completed and signed College of Education initial disposition assessment forms for the appropriate degree or program; and
6. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived only with evidence of employment as a full-time teacher of record in a public school in the State of Georgia. Evidence must be presented on the College of Education's Employment Verification form.

## Standards of Progression and Graduation

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. Candidates must maintain an overall grade point average of 3.0 or higher with no grades below a "C".
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the State of Georgia. Evidence must be provided using the College of Education's Employment Verification Form.

- D. To graduate, all course work and assigned exit projects must be completed and earn the candidate an overall 3.0 or higher grade point average.
- E. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate’s application.
- F. All requirements for the degree must be completed in seven (7) years from the official date of admission.

**Program of Study**

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

FOUN 7035 Educational Assessment for Instructional Improvement .....	3
FOUN 7060 Educational Research.....	3
FOUN 7040 Curriculum and Learning Theory Advanced Theories of Curriculum and Instruction...	3
FOUN 7045 Educational Psychology and Learning Theory.....	3

**B. Professional Courses (12 hours)**

CURI 7123 Advanced Instruction for Diverse Learners .....	3
CURI 7124 Program Evaluation for Curriculum Improvement.....	3
CURI 7125 Literacy for Content Area Instruction.....	3
CURI 7126 Change Processes for Curriculum Development.....	3

**C. Approved Electives (6 hours)**

Six hours of graduate level content courses with advisor approval. These courses are designed to advance content knowledge. Electives should reflect candidate’s area of concentration.

**D. Culminating Experiences (4 hours)**

CURI 7200 Seminar in Applied Research in Curriculum and Instruction.....	4
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**TOTAL** **34 hours**

**CHILDHOOD AND EXCEPTIONAL STUDENT EDUCATION**

John Hobe, Department Head

**POST-BACCALAUREATE CERTIFICATE IN READING ENDORSEMENT**

**Admission Standards**

**Regular Admission**

1. An earned baccalaureate degree from a regionally accredited institution;
2. A minimum overall grade point average (GPA) of 3.0 OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score on the Graduate Record Examination (GRE) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Documented T-4 or higher certification or equivalent state-issued, clear, renewable teaching certificate;
4. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived only with evidence of employment as a full-time teacher of record in a public school in the state of Georgia. Evidence must be presented on the College of Education’s Employment Verification Form; and
5. A student must be admitted to the University on a degree-admission basis.

## Standards of Progression

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. The candidate must maintain an overall grade point average of 3.0 or higher with no grades below a “C”.
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the state of Georgia. Evidence must be provided using the College of Education’s Employment Verification Form.

## Program of Study

RDEN 7070 Understanding readers and the reading process .....	3
RDEN 7071 Linking literacy assessment to instruction .....	3
RDEN 7072 Instructional strategies in the content areas .....	3
<b>TOTAL</b>	<b>9 hours</b>

## POST-BACCALAUREATE CERTIFICATE IN SPECIAL EDUCATION TRANSITION SPECIALIST ENDORSEMENT

### Admission Standards

#### Regular Admission

1. An earned baccalaureate degree from a regionally accredited institution;
2. A minimum overall grade point average (GPA) of 3.0 OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score on the Graduate Record Examination (GRE) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Documented T-4 (or higher) certification or equivalent state-issued, clear, renewable teaching certificate in special education;
4. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived only with evidence of employment as a full-time teacher of record in a public school in the state of Georgia. Evidence must be presented on the College of Education’s Employment Verification Form; and
5. A student must be admitted to the University on a degree-admission basis.

## Standards of Progression

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. The candidate must maintain an overall grade point average of 3.0 or higher with no grades below a “C”.
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the state of Georgia. Evidence must be provided using the College of Education’s Employment Verification Form.

## Program of Study

EEXE 7319 Career development and transition planning .....	3
EEXE 7320 Vocational assessment of special education student .....	3
EEXE 7321 Interagency planning and service for transition to adulthood .....	3
EEXE 7322 Community based instruction .....	3
<b>TOTAL</b>	<b>12 hours</b>

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## 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 grade five (P-5). The candidate who successfully completes the program will be eligible for recommendation for certification through the College of Education. The program of study will accomplish the following objectives:

1. Introduce the candidates to the subjects they will teach and how they will teach those subjects to their P-5 students.
2. Enable candidates 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.
5. Enable candidates to enter into the membership of a learning community.

### Admission Standards

#### Regular Admission

1. An earned baccalaureate degree from a regionally accredited institution;
2. A minimum overall undergraduate grade point average of 2.50 OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score on the Graduate Record Examination (GRE) (or 297 for test scores after 8/1/11) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Successful performance on the Georgia Assessments for the Certification of Educators (GACE) Basic Skills assessment examination or allowed exemption (For exemptions, visit <http://www.gapsc.com/documentation/basicskillsinfo.asp>);
4. Two (2) completed and signed College of Education initial disposition assessment forms for the appropriate degree or program;
5. A letter of intent (following the College of Education's approved format); and
6. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived with documentation of employment as a full-time teacher of record in a public school in the state of Georgia. Evidence must be submitted using a College of Education Employment Verification Form.

### Standards of Progression and Graduation

- A. Each candidate must have an official program of study on file in the appropriate department of the College of Education. Note: A program of study does not become official until a copy, signed by the candidate and his/her advisor, is placed in the candidate's departmental file.
- B. Fifty percent of the program of study must be completed at the 6000 level or higher.
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the State of Georgia. Evidence must be provided using the College of Education's Employment Verification Form.
- D. Candidates must maintain an overall grade point average of 3.0 or higher with no grades lower than "C".
- E. The graduate internship is required for program completion and recommendation for teacher certification. Candidates will be admitted to internship following:
  1. Completion of all required coursework with an overall GPA of 3.0 or better.
  2. Submission of an application to internship having all documentation required by the Office of Field Experiences, Clinical Practice and Partnerships.
  3. Current clear criminal background check or current College of Education Employment Verification Form in the candidate's departmental file.
  4. Registration for the graduate internship course.
  5. Proof of current professional tort liability insurance.
  6. Successful performance on the Georgia Assessments for the Certification of Educators (GACE) Content assessment(s) in Early Childhood Education.
  7. Students who are unsuccessful (receiving a "U" or "W") may apply to intern one additional semester only, after completing the prescribed Plan of Improvement, as outlined by the Director of Field Experiences, Clinical Placements and Partnerships.
- F. College of Education candidates for Graduate Internship who complete their program of study in initial certification programs but do not complete internship will be allowed no more than five (5) additional academic semesters (including summers) following the completion of their coursework to complete their internship. If a candidate is unable to complete the internship by the fifth semester following completion of coursework, the candidate will need to reapply

to the university, present passing scores on appropriate Georgia Assessments for the Certification of Educators (GACE) Content exams, and be subject to any changes to the program of study and/or admission requirements.

G. Program completion requires the following:

1. Completion of all required course work with a GPA of 3.0 or better.
2. Successful completion of the graduate internship.

H. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.

I. All requirements for the degree must be completed within seven (7) years of the official admission date.

## Program of Study

### A. Foundation/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

### B. Foundation/Early Childhood Courses (18 hours)

ECMT 6000 Teaching Reading and Diagnosis & Remediation .....	3
ECMT 6010 Developmental Characteristics of Young Children.....	3
ECMT 6020 Language Arts/Creative Activities .....	3
ECMT 6030 Social Studies/Science .....	3
ECMT 6040 Teaching Mathematics in Elementary School.....	3
ECMT 6090 Classroom Management.....	3

### C. Clinical Experience/Internship (4 hours)

ECMT 6750 Graduate Internship.....	4
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**TOTAL**

**33 hours**

## MASTER OF ARTS IN TEACHING—SPECIAL EDUCATION

The Master of Arts in Teaching in Special Education is a preparation program leading to initial teacher certification. Graduates of this program are prepared to teach exceptional students whose learning needs require an individualized education plan (IEP). Graduates will instruct these students in the general education curriculum using specialized strategies that prepare them to participate in the statewide assessment process required of all P-12 public school students in the state of Georgia. The program is aligned with the teacher preparation standards of the Georgia Professional Standards Commission, the Council for Exceptional Children, and the Georgia Framework for Educators. The program is accredited by the Georgia Professional Standards Commission.

Graduates of the program will demonstrate the knowledge and skills required to:

1. Describe the history of the field of special education.
2. Explain the theoretical constructs and legislative mandates that support the field of special education.
3. Adhere to federal and state guidelines for assessing exceptional individuals.
4. Work collaboratively with other professionals to identify students with special needs, including those who do not speak English as the primary language.
5. Work collaboratively with parents/guardians and professional personnel to develop valid individual education plans (IEP) grounded in both general and special education.
6. Plan instructional goals and objectives based on analysis of relevant assessment data.
7. Develop instructional environments for students that foster safety, emotional well-being, positive social interactions, and active engagement in instruction, tolerance, and cultural understanding.



8. Make instructional changes or accommodations based on continuous assessment and reflection that are aligned with the goals of the student's individual education plans (IEP).
9. Serve as an advocate for the student to assure that his/her needs are voiced appropriately and accurately.
10. Be sensitive to the impact of disability as related to beliefs, traditions, and values across cultures.
11. Use technology in both instruction to students and in instructional support, including assessment data collection, analysis, and in reporting.
12. Use assistive technology to support the learning needs of students with disabilities.
13. Work collaboratively with parents/guardians, other professionals, and community agencies to develop transition plans for post-secondary education or employment.
14. Conduct field-based research to evaluate practice and support improvements.

**Special Note:** In order to be considered highly qualified teachers, candidates must demonstrate that they have 15 hours of course work in one content area (i.e. mathematics, science, social science, or language arts) or pass the appropriate Georgia Assessments for the Certification of Educators (GACE) content test in one of the previously listed content areas.

## Admission Standards

### Regular Admission

1. An earned baccalaureate degree from a regionally accredited institution;
2. A minimum overall undergraduate grade point average of 2.50 OR 3.00 GPA in last 60 hours of undergraduate degree OR a minimum combined (quantitative and verbal) Graduate Record Exam (GRE) score of 1000 (or 297 for test scores after 8/1/11). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Successful performance on the Georgia Assessments for the Certification of Educators (GACE) Basic Skills assessment examination or allowed exemption (For exemptions, visit <http://www.gapsc.com/documentation/basicskillsinfo.asp>);
4. Two (2) completed and signed College of Education initial disposition assessment forms for the appropriate degree or program; 5. A letter of intent (following the College of Education's approved format); and
5. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived only with evidence of employment as a full-time teacher of record in a public school in the state of Georgia. Evidence must be presented on the College of Education's Employment Verification Form.

## Standards of Progression and Graduation

- A. Each candidate must have an official program of study on file in the appropriate department of the College of Education. Note: A program of study does not become official until a copy, signed by the candidate and his/her advisor, is placed in the candidate's departmental file.
- B. Fifty percent of the program of study must be completed at the 6000 level or higher.
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the state of Georgia. Evidence must be provided using the College of Education's Employment Verification Form.
- D. Candidates must maintain an overall grade point average of 3.0 or higher with no grades lower than "C".
- E. The graduate internship is required for program completion and recommendation for teacher certification. Candidates will be admitted to internship following:
  1. Completion of all required coursework with an overall GPA of 3.0 or better.
  2. Submission of an application to internship having all documentation required by the Office of Field Experiences, Clinical Practice and Partnerships.
  3. Current clear criminal background check or current College of Education Employment Verification Form in the candidate's departmental file.
  4. Registration for the graduate internship course.
  5. Proof of current professional tort liability insurance.
  6. Successful performance on the Georgia Assessments for the Certification of Educators (GACE) Content assessment(s) in Special Education, General Curriculum (081 and 082).
  7. Students who are unsuccessful (receiving a "U" or "W") may apply to intern one additional semester only, after completing the prescribed Plan of Improvement, as outlined by the Director of Field Experiences, Clinical Placements and Partnerships.
- F. College of Education candidates for Graduate Internship who complete their program of study in initial certification programs but do not complete internship will be allowed no more than five (5) additional academic semesters (including summers) following the completion of their coursework to complete their internship. If a candidate is unable to complete the internship by the fifth semester following completion of coursework, the candidate will need to reapply

to the university, present passing scores on appropriate Georgia Assessments for the Certification of Educators (GACE) Content exams, and be subject to any changes to the program of study and/or admission requirements.

G. Program completion requires the following:

1. Completion of all required course work with a GPA of 3.0 or better.
2. Successful completion of the graduate internship.

H. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.

I. All requirements for the degree must be completed within seven (7) years of the official admission date.

## Program of Study

### A. Foundations courses (15 hours)

EDUC 6000 Professional Orientation to Teaching .....	3
EEXE 6010 Technologies for Special Education .....	3
EEXE 6025 Legal and Procedural Issues in Special Education .....	3
EEXE 6027 Disabilities That Impact Learning and Behavior .....	3
EEXE 6029 Brain Research and Educational Practice .....	3

### B. Specialized Content (19 hours)

EEXE 6130 Assessment of Student with Disabilities .....	3
EEXE 6231 Language and Literacy Skills for Teaching Reading, Spelling and Written Expression .....	3
EEXE 6232 Methods and Strategies for Teaching Mathematics and the Content Areas .....	3
EEXE 6400 Collaboration for Transition and Post Secondary Education .....	3
FOUN 6745 Classroom Based Research .....	3
EEXE 6750 Graduate Internship .....	4

**TOTAL**

**34 hours**

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## 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 grade five (P-5). The program of study will accomplish 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.
5. M.Ed. candidates are members of a learning community.

## Admission Standards

### Regular Admission

1. An earned baccalaureate degree from a regionally accredited institution;
2. A minimum overall grade point average (GPA) of 3.0 OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score on the Graduate Record Examination (GRE) (or 297 for test scores after 8/1/11) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011.
3. Documented T-4 certification or equivalent state issued clear, renewable teaching certificate in K-5 or K-12;
4. One (1) completed and signed College of Education initial disposition assessment forms for the appropriate degree or program;
5. A letter of intent (following the College of Education's approved format); and



6. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived only with evidence of employment as a full-time teacher of record in a public school in the state of Georgia. Evidence must be presented on the College of Education’s Employment Verification Form.

**Standards of Progression and Graduation**

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. The candidate must maintain an overall grade point average of 3.0 or higher with no grades below a “C”.
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the state of Georgia. Evidence must be provided using the College of Education’s Employment Verification Form.
- D. To graduate, all course work and assigned exit projects must be completed and earn the candidate an overall 3.0 or higher grade point average.
- E. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate’s application.
- F. All requirements for the degree must be completed in seven (7) years from the official date of admission.

**Program of Study**

**A. Professional Education (9 hours)**

ECEG 7060 Multimedia Approach to Children’s Literature and Writing .....	3
ECEG 7070 Teaching Communication Across Cultures .....	3
ECEG 7090 Methods of Instructional Differentiation in Early Childhood Education .....	3

**B. Support Courses (9 hours)**

RDEN 7070 Understanding Readers & the Reading Process (RE I) .....	3
RDEN 7071 Linking Literacy Assessment to Instruction (RE II) .....	3
RDEN 7072 Instructional Strategies in the Content Areas (RE III) .....	3

**C. Specialized Content for Teaching (9 hours)**

RDEN 7185 Teaching Writers and Writing .....	3
ECEG 7010 Advanced Methods in Early Childhood Science .....	3
ECEG 7050 Advanced Methods in Elementary Mathematics .....	3

**D. Capstone Course (3 hours)**

ECEG 7310 Field-Based Research .....	3
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<b>TOTAL</b>	<b>30 hours</b>
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**MASTER OF EDUCATION—READING SPECIALIST**

The Masters Degree in Education for Reading Specialists is an advanced program designed for educators who hold professional certification. The program provides extensive professional development in literacy, including reading, writing, language acquisition, instruction, assessment and professional leadership in the field.

The program is designed to do the following:

1. Develop reading specialists who have a deep understanding of literacy and best practices for improving literacy skills.
2. Develop highly skilled reading specialists who can:
  - serve a broad spectrum of constituencies.
  - serve the literacy skills needs of individuals within the AASU service area in southeast Georgia.
  - reduce school dropouts resulting from limited mastery of literacy skills.
  - prevent early learning difficulties that may ultimately lead to school failure.

support efforts to increase the literacy skills of the area's labor force.

## Admission Standards

1. An earned baccalaureate degree from a regionally accredited institution;
2. A minimum overall grade point average (GPA) of 3.0 OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score on the Graduate Record Examination (GRE) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Documented T-4 certification or equivalent state issued clear, renewable teaching certificate and certification in reading or reading endorsement;
4. One (1) completed and signed College of Education initial disposition assessment form for the appropriate degree or program;
5. A letter of intent (following the College of Education's approved format); and
6. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived with documentation of employment as a full-time teacher of record in a public school in the State of Georgia. Evidence must be submitted using a College of Education Employment Verification form.

## Standards of Progression and Graduation

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. The candidate must maintain an overall grade point average of 3.0 or higher with no grades below a "C".
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the state of Georgia. Evidence must be provided using the College of Education's Employment Verification Form.
- D. To graduate, all course work and assigned exit projects must be completed and earn the candidate an overall 3.0 or higher grade point average.
- E. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.
- F. All requirements for the degree must be completed in seven (7) years from the official date of admission.

## Program of Study

### A. Program Foundations (6 hours)

FOUN 7060 Education Research.....	3
ENGL 5800G Advanced Grammar.....	3

### B. Specialized Content (24 hours)

ECEG 7060 Multimedia Approach to Teaching Children's Literature.....	3
SCED 7000 Adolescent Literature.....	3
RDEN 7170 Issues in Vocabulary, Structural Analysis and Word Study.....	3
RDEN 7172 Comprehension, Cognition, and Content Area Reading.....	3
RDEN 7185 Teaching Writers and Writing .....	3
RDEN 7188 Coaching Literacy Success .....	3
RDEN 7210 Instruction for Struggling Readers.....	3

### C. Capstone (4 hours)

RDEN 7880 Capstone Project .....	4
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**TOTAL**

**34 hours**

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## MASTER OF EDUCATION—SPECIAL EDUCATION

The Master of Education in Special Education degree program is designed to offer advanced study for educators who hold professional certification. The program will lead candidates to:

1. A deeper understanding of learners with special needs and the research and theory-based strategies that facilitate their learning.
2. Conduct more effective assessments, analyses, and interpretations of students' behaviors related to their cognitive, physical, emotional, social, and moral development.
3. Engage in field-based and other forms of research that lead to better practices and add new information to the field of special education.
4. Make more informed reflections about their practice and efficacy as educators.
5. Demonstrate greater skill in transition planning and monitoring.
6. Participate in scholarship that leads to an advanced level of professionalism, expertise, and leadership.

### Admission Standards

#### Regular Admission

1. An earned baccalaureate degree from a regionally accredited institution;
2. A minimum overall grade point average (GPA) of 3.0 OR 3.00 in the last 60 hours of the undergraduate degree OR a minimum 1000 or equivalent combined verbal and quantitative score on the Graduate Record Examination (GRE) OR a minimum of 400 on the Miller Analogies Test (MAT). See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011;
3. Documented T-4 certification or equivalent state-issued, clear, renewable teaching certificate in special education;
4. One (1) completed and signed College of Education initial disposition assessment form for the appropriate degree or program;
5. A letter of intent (following the College of Education's approved format); and
6. A current clear criminal background check conducted as directed by the College of Education. Note: This requirement may be waived with documentation of employment as a full-time teacher of record in a public school in the State of Georgia. Evidence must be submitted using a College of Education Employment Verification form.

### Standards of Progression and Graduation

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. The candidate must maintain an overall grade point average of 3.0 or higher with no grades below a "C".
- C. Within the first semester, candidates must submit proof of professional tort liability insurance. Note: This requirement may be waived with proof of employment in a public school in the state of Georgia. Evidence must be provided using the College of Education's Employment Verification Form.
- D. To graduate, all course work and assigned exit projects must be completed and earn the candidate an overall 3.0 or higher grade point average.
- E. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.
- F. All requirements for the degree must be completed in seven (7) years from the official date of admission.

### Program of Study

*Note: Track Two: Mild to Moderate Disabilities is not accepting students at this time. Please contact the College of Education for more information.*

#### Select one of the following track options:

##### Track One: Moderate to Severe Disabilities

##### A. Professional Core (15 hours)

FOUN 7060 Education Research.....	3
EEXE 7507 Characteristics of Students with Multiple And Severe Disabilities.....	3

EEXE 7020 Methods and Strategies for Teaching Students with Autism .....	3
EEXE 7512 Augmentative and Alternative Communication with Severe and Multiple Disabilities .....	3
EEXE 7508 Strategies for Teaching Children with Multiple/Severe Disabilities .....	3

**B. Transition Core (12 hours)**

EEXE 7319 Career Development and Transition .....	3
EEXE 7320 Vocational Assessment of Special Education Students.....	3
EEXE 7321 Interagency Planning and Service for Transition to Adulthood.....	3
EEXE 7322 Community Based Instruction .....	3

**C. Capstone Courses (6 hours)**

EEXE 7510 Assistive Technology for Students With Physical and Sensory Disabilities .....	3
EEXE 7071 Research Project .....	3

**TOTAL** **33 hours**

**Track Two: Mild to Moderate Disabilities****A. Professional Core for Tracks One and Two (21 hours)**

FOUN 7060 Education Research.....	3
EEXE 7000 Characteristics of Behavior Disorders .....	3
EEXE 7001 Technologies for Special Educators (or equivalent technology course).....	3
EEXE 7030 Characteristics of the Learning Disabled.....	3
EEXE 7035 Advanced Methods of Instruction for Individuals with Learning Disabilities .....	3
EEXE 7040 Social Development and Anger Management .....	3
EEXE 7403 Brain Research and Educational Practice .....	3

**B. Transition Core (6 hours)**

EEXE 7319 Career Development and Transition .....	3
EEXE 7320 Vocational Assessment of Special Education Students.....	3

**C. Capstone Courses (6 hours)**

EEXE 7070 Advanced Research Methods.....	3
EEXE 7071 Research Project .....	3

**TOTAL** **33 hours**

## College of Health Professions

David M. Ward, Dean  
Donna R. Brooks, 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 is 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 (ASHA). 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.

## 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.

### GRADUATE CERTIFICATE IN GERONTOLOGY

Janet Buelow Interim Coordinator

#### Admission Standards

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

#### Standards of Progression and Completion

- A. Each student will file a program of study with 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).

## Program of Study

### A. Required Courses (9 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 hours):

PUBH 5550G Nutrition .....	3
Approved electives.....	6

**TOTAL** **18 hours**

## GRADUATE CERTIFICATE IN STRENGTH AND CONDITIONING

### Admission Standards

For admission to the Strength and Conditioning certificate program, the applicant must:

- A. Have completed requirements for a baccalaureate degree from a regionally-accredited institution;
- B. A minimum 2.5 cumulative undergraduate GPA; AND
- C. Be admitted to Graduate Studies.

### Standards of Progression and Graduation

- A. Each student will file a program of study with Graduate Studies after a review with his/her advisor.
- 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.

## Program of Study

### A. Required Courses (6 hours)

SMED 7070 Theory and Methodology of Strength & Conditioning.....	3
SMED 7075 Program Design and Advanced Training Techniques.....	3

### B. Three of the following four courses (9 hours)

SMED 5090G Nutritional Issues in Sports Medicine.....	3
SMED 5940G Internship in Strength & Conditioning .....	3
SMED 6060 Exercise Physiology.....	3
SMED 6080 Performance Evaluation and Exercise Testing .....	3

**Total** **15 hours**

### 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 if they do not yet meet all other requirements (undergraduate GPA, GRE scores) for admission. 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 when they do not meet normal admission requirements:

- A. Minimum GPA of 3.5 obtained during certificate program of study in non-elective courses; AND
- B. Successful completion of the NSCA’s CSCS exam (both sections)

Regardless if a Certificate student qualifies for regular MSSM admission or has a successful petition based on the criteria above, only 9 credit hours earned during completion of the strength and conditioning certificate may be applied to completion of the MSSM.

**POST-BACCALAUREATE CERTIFICATE IN CLINICAL INFORMATICS**

Sandy Streater, Interim Coordinator

The Post-Baccalaureate Certificate in Clinical Informatics is an interdisciplinary certificate offered in conjunction with the Department of Nursing and the Department of Computer Science and Information Technology.

**Admission Standards**

- A. Completed requirements for a baccalaureate degree from a regionally-accredited institution.
- and**
- B. A minimum of two years of clinical experience with some health IT/IS experience preferred.
- OR**
- C. Completed requirements for a graduate degree from a regionally-accredited institution.

**Standards of Progression and Graduation**

- A. Each student will file a program of study with Graduate Studies.
- B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded. Any student making two C’s in the program will be academically dismissed.

**Program of Study**

**Content Courses (12 hours)**

MHSA/NURS 6010 Foundations of Clinical Informatics .....	3
MHSA/NURS 6020 Information/Knowledge Management.....	3
MHSA/NURS 6030 Project Management .....	3
MHSA/NURS/CSCI 6040 System Analysis and Design.....	3
<b>TOTAL</b>	<b>12 hours</b>

**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 is the responsibility of the student.

**Admission Standards**

For consideration of admission to the MHSA program, the applicant must have completed an application for admission to Graduate Studies at Armstrong, submitted official copies of all academic transcripts related to undergraduate and graduate



coursework at the time of program application, submitted official GRE or GMAT scores, 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 three (3) years from the time of application. The applicant must also have satisfactorily completed requirements for the baccalaureate degree from a regionally-accredited institution, and must also score a minimum of 70 out of 110 possible points according to the following formula (NOTE: scoring the minimum required DOES NOT GUARANTEE acceptance to the MHPA program, only CONSIDERATION for admission):

1. Cumulative undergraduate GPA multiplied times 10 (max 40 points)  
and
2. Verbal + Quantitative GRE scores divided by 25 (max 50 points) (See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011)  
or  
Verbal + Quantitative GMAT scores divided by 12.5 (max 50 points)  
and
3. # of years of related management/administrative/clinical experience multiplied times 5 (max 20 points)

Add 1-3 together to get formula score

Total possible score = 110

Minimum score for admission consideration = 70

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

## Standards of Progression and Graduation

- A. All degree requirements must be completed within seven years.
- B. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.

## Program of Study

### A. Required Didactic Courses (50 semester hours)

MHPA 6000 Health Care Financing and Delivery Systems.....	3
MHPA 6100 Organization Theory/Organizational Behavior HC.....	3
MHPA 6200 Quantitative Analysis Methods for HC Mgmt. I.....	3
MHPA 6300 Health Care Financial Management I.....	3
MHPA 6400 Health Care Economics .....	3
MHPA 6600 MHPA Professional Seminar I .....	1
MHPA 6625 Health Information Systems Mgmt. ....	3
MHPA 6650 Human Resources Management in Healthcare.....	3
MHPA 6700 Quality Management Methods in Healthcare.....	3
MHPA 6800 Legal Environment of Healthcare.....	3
MHPA 6850 Managerial and Biomedical Ethics HC .....	3
MHPA 6880 Strategic Marketing for Health Care Org .....	3
MHPA 7100 Leadership Seminar .....	3
MHPA 7250 Quantitative Analysis Methods for HC Mgmt. II.....	3
MHPA 7325 Healthcare Financial Management II .....	3
MHPA 7400 Health Politics and Policy.....	3

MHSA 7600 MHSA Professional Seminar II .....	1
MHSA 7880 Strategic Management of Healthcare Organizations .....	3
<b>B. Required Experiential Courses (3 hours)</b>	
MHSA 7900 Internship/Residency in Health Services Admin. ....	3
OR	
MHSA 7913 Health Services Administration Practicum.....	3
<b>TOTAL</b>	<b>53 hours</b>

**MASTER OF PUBLIC HEALTH (MPH)**

Sandy Streater, Graduate Coordinator

The Master of Public Health (MPH) degree provides students with education and training in the theory, knowledge, and skills that are essential to a career in public and community health. The program prepares students with a broad foundation in all five core areas of public health: health promotion, health services administration, epidemiology, biostatistics, and environmental health sciences. The program emphasis in Community Health Education also exposes students to specialized training in health promotion and education methods, health communication, program planning and evaluation, and program management. Graduates with an MPH are prepared for entry level and/or supervisory positions in community and public health.

**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 is the responsibility of the student.

**Admission Standards**

For consideration of admission to the MPH program, the applicant must have completed an application for admission to Graduate Studies at Armstrong, submitted official copies of all academic transcripts related to undergraduate and graduate coursework at the time of program application, submitted official GRE or MAT scores, prepared a formal Letter of Intent, and submitted a work history form and two recommendation forms.

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

1. A minimum undergraduate GPA of 2.8  
and
2. A score of no less than 146 on the verbal section and 140 on the quantitative section of the Graduate Record Examination (GRE). (See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011)  
or  
A minimum score of 400 on the MAT\*

\*Applicants who already possess an advanced degree do not need to submit GRE or MAT scores.

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. (NOTE: scoring the minimum required DOES NOT GUARANTEE acceptance to the MHSA program, only CONSIDERATION for admission).

Applicants are admitted every fall, spring, and summer semesters. Applicants should contact Graduate Studies for details on the application process and application deadlines each term. Applicants are encouraged to apply early for full consideration.

## Standards of Progression and Graduation

- A. 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 an overall GPA of 3.0 or higher every semester in order to remain in the program.
- D. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.
- E. Students may attempt any given course no more than two times. A student who does not receive a grade of C or higher in a given course after two attempts will not be allowed to continue in the program.

## Program of Study

### A. Required Courses (36 hours)

MHSA 6000 Health Care Financing and Delivery Systems .....	3
PUBH 6000 Biostatistics .....	3
PUBH 6050 Health Communication .....	3
PUBH 6100 Epidemiology .....	3
PUBH 6125 Environmental Health Issues.....	3
PUBH 6150 Theory in Health Education .....	3
PUBH 6175 Research Methods .....	3
PUBH 6200 Methods of Health Promotion .....	3
PUBH 7250 Health Illness Continuum.....	3
PUBH 7500 Public Health Planning and Evaluation.....	3
PUBH 7600 Special Topics in Public Health.....	3
PUBH 7675 Public Health Practicum .....	3

### B. Electives (9 hours)

**TOTAL** **45 hours**

## MASTER OF SCIENCE IN SPORTS MEDICINE (MSSM)

Bryan Riemann, Graduate Coordinator

The Master of Science in Sports Medicine (MSSM) degree at Armstrong Atlantic State University prepares leaders for the general field of sports medicine with advanced education in either Strength & Conditioning or Advanced Athletic Training.

The MSSM 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.

## Criminal Background Checks

Clinical agencies utilized by the Department of Health Sciences and the Sports Medicine program 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 costs associated with background checks and/or drug testing is the responsibility of the student.

## Admission Standards

For consideration of admission to the MSSM program, the applicant must have completed an application for admission to Graduate Studies at Armstrong, submitted official copies of all academic transcripts related to undergraduate and graduate

coursework at the time of program application, submitted official GRE scores, and prepared a formal Statement of Graduate Education Goals. Courses in statistics, research methods, anatomy and physiology are recommended. The applicant must also have:

1. Completed requirements for a baccalaureate degree from a regionally-accredited institution; AND
2. A minimum 2.80 cumulative undergraduate GPA; AND
3. GRE: No less than 146 Verbal AND 141 Quantitative. See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011.

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

## Standards of Progression and Graduation

- A. All degree requirements must be completed within seven years.
- B. Students must satisfactorily complete a thesis or research project.
- C. Students must satisfactorily complete a comprehensive assessment.
- D. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.

## Program of Study

### A. Required Courses (21 hours)

PUBH 6000 Biostatistics .....	3
SMED 6005 Research Methods in Sports Medicine .....	3
SMED 6060 Exercise Physiology.....	3
SMED 7070 Theory and Methodology of Strength & Conditioning.....	3
SMED 7400 Biomechanical Analysis of Human Movement and MS Injury .....	3
SMED 7994 Thesis / Project in Sports Medicine I.....	1-3
SMED 7995 Thesis / Project in Sports Medicine II.....	1-3

### B. Concentration Areas

#### 1. Strength and Conditioning Concentration (9 hours)

SMED 5015G Assessment and Evaluation Musculoskeletal Injuries .....	3
SMED 6080G Performance Evaluation and Exercise Testing.....	3
SMED 7075 Program Design and Advanced Training Techniques .....	3

or

#### 2. Advanced Athletic Training Concentration (9 hours)

SMED 5055G Pathophysiology of Sport-Related Illness and Rehabilitation .....	3
SMED 7010 Injury Prevention .....	3
SMED 7500 Special Topics: Adv. Eval. & Rehab .....	3

### C. Electives (6 hours)

Students can choose two of the following courses as an Elective:

SMED 5065G Movement and Posture Assessment and Exercise .....	3
SMED 5090G Nutritional Issues in Sports Medicine.....	3
SMED 5555G Physical Activity in Disease Prevention/Treatment.....	3
SMED 5600G Healthy Weight Management .....	3

SMED 5940G Internship Strength & Conditioning.....	1-3
SMED 7050 Drugs and Ergogenic Aids in Sports Medicine.....	3
SMED 7250 Internship in Sports Medicine .....	1-3
SMED 7505 Organizational Leadership in Sports Medicine .....	3
SMED 7515 Cardiopulmonary & Pathophysiology, Exercise & Rehab .....	3
SMED 7700 Self-Directed Student Research in Sports Medicine.....	1-3
SMED 7800 Psychosocial Issues in Sports Medicine & Physical Activity .....	3
PUBH 5580G Health and Human Development .....	3
PUBH 6225 Health Promotion at the Worksite .....	3
<b>TOTAL</b>	<b>36 hours</b>

## NURSING

Catherine Gilbert, Department Head  
Anita Nivens, Graduate Coordinator

The mission of the graduate program in nursing at Armstrong is to educate master's-prepared nurses who are able to meet the evolving health needs of individuals and 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 believe 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 faculty participation in practice, continuing education, and mentoring. A commitment to teaching excellence by both administration and faculty fosters ongoing enrichment.

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 are forged and maintained through these types of activities that 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.

### POST-BACCALAUREATE CERTIFICATE IN CLINICAL INFORMATICS

Sandy Streater, Interim Coordinator

The Post-Baccalaureate Certificate in Clinical Informatics is an interdisciplinary certificate offered in conjunction with the Department of Health Sciences and the Department of Computer Science and Information Technology.

### Admission Standards

A. Completed requirements for a baccalaureate degree from a regionally-accredited institution.

and

B. A minimum of two years of clinical experience with some health IT/IS experience preferred.

**OR**

C. Completed requirements for a graduate degree from a regionally-accredited institution.

**Standards of Progression and Graduation**

A. Each student will file a program of study with Graduate Studies.

B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded. Any student making two C’s in the program will be academically dismissed.

**Program of Study**

**Content Courses (12 hours)**

MHSA/NURS 6010 Foundations of Clinical Informatics .....	3
MHSA/NURS 6020 Information/Knowledge Management.....	3
MHSA/NURS 6030 Project Management.....	3
MHSA/NURS/CSCI 6040 System Analysis and Design.....	3
<b>TOTAL</b>	<b>12 hours</b>

**MASTER OF SCIENCE IN NURSING (MSN)**

Consistent with the mission of the university, the educational objectives for the Master of Science in Nursing Program are as follows:

1. Integrate scientific findings from nursing, and other disciplines as the basis for advanced practice.
2. Utilize leadership and ethical decision making with interprofessional teams to improve quality and safety.
3. Apply evidence based knowledge to resolve problems and effect change.
4. Incorporate technology and informatics to deliver quality care.
5. Advocate to influence health policy development and improve healthcare systems.
6. Collaborate with interprofessional teams to improve patient and population health outcomes.
7. Integrate health promotion and disease prevention in planning the care of individuals, families, and communities.
8. Integrate advanced practice nursing interventions to influence outcomes for individuals, populations, and systems.

**Criminal Background Checks and Drug Testing**

Clinical agencies utilized by the Department of Nursing 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 will be unable to attend clinical courses and therefore will be unable to complete their program of study. Any fees or costs associated with background checks and/or drug testing are the responsibility of the student.

**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 unrestricted Georgia RN 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-Gerontological Acute Care and Primary Care NP tracks)

**B. Regular Admission**

1. Completed requirements for a baccalaureate degree in nursing from an accredited institution.



2. A score of no less than 150 (verbal) and 141 (quantitative) on the Graduate Record Examination (GRE) or a scaled score of 402 or higher on the Miller Analogies Test (MAT)

**OR if minimum scores are not met**

A 3.00 overall grade point average (GPA) or higher on all undergraduate work **AND** a 3.00 cumulative nursing GPA.

3. A Letter of Intent is required and should describe the applicant's interest in obtaining a Master of Science in Nursing degree (or a Post Master's Certificate) as well as depicting professional experiences predictive of future success in graduate nursing education. The letter will be evaluated for clarity of thought, writing style and grammar/syntax.
4. The following documents are also required for admission to the MSN Program:
  - Three professional recommendations
  - Proof of current nursing liability insurance
  - Copy of current CPR certification card
  - Current health appraisal form
  - Health insurance waiver
5. Applicants should submit all materials to Armstrong's Office of Graduate Studies well in advance of the application cut-off date. All applications will be reviewed and evaluated by the Graduate Nursing Application Subcommittee. Students will be notified of admission decisions by Graduate Studies.

**C. Provisional Admission**

1. Completed requirements for a baccalaureate degree in nursing from an accredited institution.
2. A score of no less than 150 (verbal) and 138 (quantitative) on the Graduate Record Examination (GRE) (or a scaled score of 389 or higher on the Miller Analogies Test (MAT)

**OR if minimum scores are not met**

A 3.00 overall grade point average (GPA) or higher on all undergraduate work **AND** a 3.00 cumulative nursing GPA.

3. A Letter of Intent is required and should describe the applicant's interest in obtaining a Master of Science in Nursing degree (or a Post Master's Certificate) as well as depicting professional experiences predictive of future success in graduate nursing education. The letter will be evaluated for clarity of thought, writing style and grammar/syntax.
4. The following documents are also required for admission to the MSN Program:
  - Three professional recommendations
  - Proof of current nursing liability insurance
  - Copy of current CPR certification card
  - Current health appraisal form
  - Health insurance waiver
5. Applicants should submit all materials to Armstrong's Office of Graduate Studies well in advance of the application cut-off date. All applications will be reviewed and evaluated by the Graduate Nursing Application Subcommittee. Students will be notified of admission decisions by Graduate Studies.

**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-Gerontological Acute Care or Adult-Gerontological Primary Care 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 Graduate Studies.



## 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. The Graduate Nursing Program publishes explicit Project and Thesis guidelines, timelines and outcomes. The guidelines reference an expected sequence of study over a minimum of three semesters: Spring (a year before expected graduation); Fall; and Spring of graduation. Specific outcomes are delineated for each of the semesters. If the identified outcomes are not met to the satisfaction of the Committee Chair and the Committee, the student will receive a grade of "U" for the semester for the Project or Thesis and will not be allowed to progress in any Graduate Nursing course (including major track courses) until the Project or Thesis outcomes are achieved. The student will be required to meet with the Committee Chair and the Committee periodically for remediation.
- F. Students must satisfactorily pass a comprehensive assessment in the 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.
- G. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.
- H. If any change in the approved program of study is required, an amended program of study, signed by the student, the advisor, and the program coordinator must be submitted to Graduate Studies.
- I. Consistent with Graduate Studies policies, any student who earns a grade of C will be placed on academic probation. Students who earn a C in any required nursing course should meet with their academic advisor (and other appropriate professors) to develop a plan to enhance future success. A second C, D or F in any course in the program of study will result in academic dismissal. Repeating required courses for a higher grade will not be allowed to substitute for the C grade.
- J. Students enrolled in a post-master's certificate program of study must follow the published policies and procedures of the graduate program in nursing.

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## RN Options Track for RN Seeking MSN

The Department of Nursing at Armstrong 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.

## Admissions Standards — RN Options

### A. Admission Information for the MSN Option

Please refer to the RNO Options Program for full listing of admission requirements to the RN Options track. Please refer to the Graduate Nursing Program for full listing of prerequisite and admission requirements.

1. Complete and submit Graduate Studies application.
2. Successful progression in RN Options courses.
3. Completion of Armstrong core curriculum requirements.
4. Three letters of professional recommendation.
5. The GRE or MAT exam must be taken prior to entry into the MSN Option. Eligibility for regular degree-seeking admission must be demonstrated.

**B. Regular Degree-Seeking Graduate Nursing Admission**

1. Scores of no less than 150 (verbal) and 141 (quantitative or analytical) on the Graduate Records Exam (GRE) or a scaled score of 402 or higher on the Miller Analogies Test (MAT).

**OR if minimum scores are not met**

A 3.00 overall grade point average or higher on all undergraduate work **AND** a 3.00 cumulative nursing GPA.

2. All requirements for regular admission are applicable.

**Program of Study—Adult-Gerontological Primary Care Nurse Practitioner**

The Adult-Gerontological Primary Care Nurse Practitioner 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 students to integrate knowledge of advanced physical assessment, pharmacotherapeutics, and varied aspects of client care. Adult-Gerontological Primary Care Nurse Practitioner graduates are eligible to take national certification exams as an Adult-Gerontological Primary Care Nurse Practitioner.

**A. Core Courses (12 hours)**

NURS 6650 Theory Development in Nursing.....	3
NURS 6652 Research Design in Nursing.....	3
PUBH 6000 Biostatistics .....	3
NURS 6656 Health Policy Concerns in Delivery Systems .....	3

**B. Support Courses (11 hours)**

NURS 6600 Epidemiology Foundations for Nursing Interventions .....	2
NURS 6640 Advanced Health Assessment.....	3
NURS 6641 Advanced Pathophysiology .....	3
NURS 6667 Advanced Pharmacotherapeutics.....	3

**C. Major Courses (22 hours)**

NURS 7041 Adult-Gerontological Primary Health Care I.....	5
NURS 7042 Adult-Gerontological Primary Health Care II.....	8
NURS 7044 Adult-Gerontological Primary Health Care III.....	6
NURS 7897 Project.....	3

**D. Optional Courses**

NURS 7095 Independent Study.....	3
NURS 7096 Selected Topics in Nursing.....	3
NURS 7899 Thesis .....	6

**TOTAL****45 hours****Program of Study—Adult-Gerontological Acute Care Nurse Practitioner**

The Adult-Gerontological Acute Care Nurse Practitioner provides advanced nursing care to acutely, critically, or chronically-ill adults and/or geriatric patients. Practice occurs in settings requiring complex, specialized assessment, monitoring and care. Graduates are eligible for certification and licensure as an Adult-Gerontological Acute Care Nurse Practitioner.

**A. Core Courses (12 hours)**

NURS 6650 Theory Development in Nursing.....	3
NURS 6652 Research Design in Nursing.....	3
PUBH 6000 Biostatistics .....	3
NURS 6656 Health Policy Concerns in Delivery Systems .....	3

**B. Support Courses (11 hours)**

NURS 6600 Epidemiology Foundations for Nursing Interventions ..... 2  
 NURS 6640 Advanced Health Assessment..... 3  
 NURS 6641 Advanced Pathophysiology ..... 3  
 NURS 6667 Advanced Pharmacotherapeutics..... 3

**C. Major Courses (22 hours)**

NURS 7841 A-G ACNPI ..... 5  
 NURS 7842 A-G ACNP II ..... 8  
 NURS 7844 A-G ACNP III..... 6  
 NURS 7897 Project..... 3

**D. Optional Courses**

NURS 7095 Independent Study ..... 3  
 NURS 7096 Selected Topics in Nursing..... 3  
 NURS 7899 Thesis ..... 6

**TOTAL** **45 hours**

**Program of Study—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 current national 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 hours)**

NURS 6650 Theory Development in Nursing..... 3  
 NURS 6652 Research Design in Nursing..... 3  
 PUBH 6000 Biostatistics ..... 3  
 NURS 6656 Health Policy Concerns in Delivery Systems ..... 3

**B. Support Courses (11 hours)**

NURS 6600 Epidemiology Foundations for Nursing Interventions ..... 2-3  
 NURS 6641 Advanced Pathophysiology ..... 3  
 NURS 6667 Advanced Pharmacotherapeutics..... 3  
 NURS 7066 Marketing in Nursing Administration ..... 3

or

NURS 7064 Legal and Ethical Nursing..... 3

**C. Major Courses (12 hours)**

NURS 7096 Selected Topics in Nursing:Advanced Nursing Practice I\* ..... 3  
 NURS 7096 Selected Topics in Nursing:Advanced Nursing Practice II\* ..... 3

NURS 7096 Selected Topics in Nursing:Advanced Nursing Practice III* .....	3
NURS 7897 Project.....	3

\*Current national certification may substitute for these courses.

#### **D. Optional Courses**

NURS 7095 Independent Study.....	3
NURS 7899 Thesis .....	6

**TOTAL** **35-36 hours**

### **Program of Study—Adult-Gerontological Health Clinical Nurse Specialist**

*\*The Adult-Gerontological Health Clinical Nurse Specialist program is currently not accepting new students.*

The objective of the Adult-Gerontological Health 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 hours)**

NURS 6650 Theory Development in Nursing.....	3
NURS 6652 Research Design in Nursing.....	3
PUBH 6000 Biostatistics .....	3
NURS 6656 Health Policy Concerns in Delivery Systems .....	3

#### **B. Support Courses (11-12 hours)**

NURS 6600 Epidemiology Foundations for Nursing Interventions .....	2-3
NURS 6640 Advanced Health Assessment.....	3
NURS 6641 Advanced Pathophysiology .....	3
NURS 6667 Advanced Pharmacotherapeutics.....	3

#### **C. Major Courses (14 hours)**

NURS 7051 Adult-Gerontological Health CNS I.....	3
NURS 7052 Adult-Gerontological Health CNS II.....	4
NURS 7053 Adult-Gerontological Health CNS III .....	4
NURS 7897 Project.....	3

#### **D. Optional Courses**

NURS 7095 Independent Study.....	3
NURS 7096 Selected Topics in Nursing.....	3
NURS 7899 Thesis .....	6

**TOTAL** **37-38 hours**

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## Program of Study—Nursing Administration

*\*The Nursing Administration program is currently not accepting new students.*

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 major prepares nurses who have demonstrated clinical expertise for role expansion as leaders and administrators at an advanced level.

### A. Core Courses (12 hours)

NURS 6650 Theory Development in Nursing.....	3
NURS 6652 Research Design in Nursing.....	3
PUBH 6000 Biostatistics .....	3
NURS 6656 Health Policy Concerns in Delivery Systems .....	3

### B. Major Courses (23-24 hours)

NURS 7061 Foundations of Nursing Administration.....	3
NURS 7062 Financial Management for Nurse Administrators .....	3
NURS 7064 Legal and Ethical Nursing.....	3
NURS 7865 Nursing Administration Practicum.....	3
NURS 7066 Marketing in Nursing Administration .....	3
NURS 7068 Health Information Systems.....	3
NURS 7897 Project.....	3
NURS 6600 Epidemiology Foundations for Nursing Interventions .....	2-3

OR

Elective (Approved at 7000 or 8000 level in a related health discipline .....	3
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### C. Optional Courses

NURS 7095 Independent Study.....	3
NURS 7096 Selected Topics in Nursing.....	3
NURS 7899 Thesis .....	6

**TOTAL**

**35-36 hours**

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## POST-MASTER'S CERTIFICATE IN ADULT-GERONTOLOGICAL ACUTE CARE NURSE PRACTITIONER

### Admission Standards

- Students with previously earned Master of Science in Nursing from an accredited institution may apply for admission to earn a post master's certificate. A program of study must be submitted to Graduate Studies.
- A student must be admitted to Graduate Studies.

## Standards of Progression and Completion

- A. Each student will file a program of study with 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. All MSN standards for progression and graduation (except those for Project, Thesis, and Comprehensive Assessment) apply.

### Program of Study

#### A. Support Courses (11 hours)

NURS 6600 Epidemiology Foundations for Nursing Interventions .....	2
NURS 6640 Advanced Health Assessment.....	3
NURS 6641 Advanced Pathophysiology .....	3
NURS 6667 Advanced Pharmacotherapeutics.....	3

#### B. Major Courses (19 hours)

NURS 7841 A-G ACNP I .....	5
NURS 7842 A-G ACNP II .....	8
NURS 7844 A-G ACNP III.....	6

#### C. Optional Courses

NURS 7095 Independent Study .....	3
NURS 7096 Selected Topics in Nursing.....	3

**TOTAL** **30 hours**

## POST-MASTER'S CERTIFICATE IN ADULT-GERONTOLOGICAL PRIMARY CARE NURSE PRACTITIONER

### Admission Standards

- A. Students with previously earned Master of Science in Nursing from an accredited institution may apply for admission to earn a post master's certificate. A program of study must be submitted to Graduate Studies.
- B. A student must be admitted to Graduate Studies.

## Standards of Progression and Completion

- A. Each student will file a program of study with 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. All MSN standards for progression and graduation (except those for Project, Thesis, and Comprehensive Assessment) apply.

### Program of Study

#### A. Support Courses (11 hours)

NURS 6600 Epidemiology Foundations for Nursing Interventions .....	2
NURS 6640 Advanced Health Assessment.....	3
NURS 6641 Advanced Pathophysiology .....	3
NURS 6667 Advanced Pharmacotherapeutics.....	3

**B. Major Courses (19 hours)**

NURS 7041 Adult-Gerontological Primary Health Care I .....	5
NURS 7042 Adult-Gerontological Primary Health Care II.....	8
NURS 7044 Adult-Gerontological Primary Health Care III.....	6

**C. Optional Courses**

NURS 7095 Independent Study .....	3
NURS 7096 Selected Topics in Nursing.....	3

**TOTAL** **30 hours**

**POST-MASTER'S CERTIFICATE IN ADULT-GERONTOLOGICAL HEALTH CLINICAL NURSE SPECIALIST**

*\*The Post-Master's Certification in Adult-Gerontological Health Clinical Nurse Specialist program is currently not accepting new students.*

**Admission Standards**

- A. Students with previously earned Master of Science in Nursing from an accredited university may apply for admission to earn a post master's certificate. A program of study must be submitted to Graduate Studies.
- B. A student must be admitted to Graduate Studies.

**Standards of Progression and Completion**

- A. Each student will file a program of study with 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. All MSN standards for progression and graduation (except those for Project, Thesis, and Comprehensive Assessment) apply.

**Program of Study****A. Support Courses (11-12 hours)**

NURS 6600 Epidemiology Foundations for Nursing Interventions .....	2-3
NURS 6640 Advanced Health Assessment.....	3
NURS 6641 Advanced Pathophysiology .....	3
NURS 6667 Advanced Pharmacotherapeutics.....	3

**B. Major Courses (11 hours)**

NURS 7051 Adult-Gerontological Health CNS I.....	3
NURS 7052 Adult-Gerontological Health CNS II.....	4
NURS 7053 Adult-Gerontological Health CNS III .....	4

**C. Optional Courses**

NURS 7095 Independent Study .....	3
NURS 7096 Selected Topics in Nursing.....	3

**TOTAL** **22-23 hours**



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## POST-MASTER'S CERTIFICATE IN NURSING ADMINISTRATION

*\*The Post-Master's Certificate in Nursing Administration program is currently not accepting new students.*

### 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 Graduate Studies.
- B. A student must be admitted to Graduate Studies on a degree basis.

### Standards of Progression and Completion

- A. Each student will file a program of study with 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. All MSN standards for progression and graduation (except those for Project, Thesis, and Comprehensive Assessment) apply.

### Program of Study

#### A. Major Courses (21 hours)

NURS 7061 Foundations of Nursing Administration.....	3
NURS 7062 Financial Management for Nurse Administrators .....	3
NURS 7064 Legal and Ethical Nursing.....	3
NURS 7865 Nursing Administration Practicum.....	3
NURS 7066 Marketing in Nursing Administration .....	3
NURS 7068 Health Information Systems.....	3
NURS 6600 Epidemiology Foundations for Nursing Interventions .....	2-3

OR

Elective (Approved at 7000 or 8000 level in a related health discipline)..... 3

#### B. Optional Courses

NURS 7095 Independent Study.....	3
NURS 7096 Selected Topics in Nursing.....	3

**TOTAL** **21 hours**

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## DIAGNOSTIC AND THERAPEUTIC SCIENCES

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Douglas E. Masini, Department Head  
Elwin Tilson, Radiologic Sciences Graduate Coordinator

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## POST-BACCALAUREATE CERTIFICATE IN RADIOLOGIC SCIENCES

### Admission Standards

- A. An earned baccalaureate degree from a regionally accredited institution.
- B. Current professional certification from the American Registry of Radiologic Technologists, Nuclear Medicine Technology Certification Board or the American Registry for Diagnostic Medical Sonography. (If not yet certified, must become certified prior to the end of the first semester at Armstrong).
- C. Grade point average of 2.5 or higher for all college work.

## Standards of Progression and Completion

- A. Each student will file a program of study with 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. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.
- D. If any change in the approved program of study is required, an amended program of study, signed by the student, the advisor, and the program coordinator must be submitted to Graduate Studies.
- E. Consistent with Graduate Studies policies, any student who earns a grade of C will be placed on academic probation. Students who earn a C in any required course should meet with their academic advisor (and other appropriate professors) to develop a plan to enhance future success.
- F. Students may attempt any given course no more than two times. A student who does not receive a grade of C or higher in a given course after two attempts will not be allowed to continue in the program.

## Program of Study

RADS 6000 Foundations of Radiologic Sciences .....	3
RADS 6005 Emerging Trends in Radiologic Sciences.....	3
RADS 6010 Principles of Accreditation Concepts .....	3
RADS 6020 Fundamental Administration Topics in Radiologic Sciences.....	3
RADS 6030 Picture Archiving and Communication Systems.....	3
RADS 6040 Global Health Issues.....	3
<b>TOTAL</b>	<b>18</b>

## REHABILITATION SCIENCES

Anne W. Thompson, Department Head and DPT Graduate Coordinator  
 Maya Clark, Communication Sciences and Disorders Graduate Coordinator

### 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 the program is to provide inter-professional, diverse learning experiences in the classroom and the community to prepare graduate students for clinical fellowships in speech-language pathology.

The Master of Science Program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) for the period of January 1, 2009 through December 31, 2016.

Address: Accreditation Unit, American Speech-Language-Hearing Association, 2200 Research Blvd, #310, Rockville, MD 20850; telephone, 301-296-5700, accreditation@asha.org.

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. Demonstrate clinical skill in supervised practicum settings and document the minimum of 400 clinical clock hours with a variety of populations as described by the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competency

## Criminal Background Checks

Clinical agencies utilized by the Program in Communication Sciences & Disorders require criminal background checks and/or drug testing prior to acceptance of the student into clinical facilities.

## Admission Standards

1. Immunizations and physical exams as required of all Armstrong Atlantic State University students.
2. Applicants must complete the requirements for a baccalaureate degree in speech-language pathology from a regionally accredited institution or provide documentation of a grade of C or higher in prerequisite foundation courses.
3. A cumulative grade point average of at least 3.0.
4. Admission requires a score of no less than 145 on the Verbal Reasoning section (or the equivalent score of 380) and 141 on the Quantitative Reasoning section (or the equivalent score of 430) of the Graduate Record Exam (GRE). Retired GRE scores may only be submitted if taken in the last 5 years otherwise the new GRE scores must be submitted. For students whose second language is English, a TOEFL iBT score of 100 or better may be substituted for the verbal GRE score. See note under “Admissions Examinations” in this catalog about using revised GRE scores after August 1, 2011.
5. The following documents are required for admission to the Master of Science program in Communication Sciences and Disorders: Armstrong Atlantic State University graduate school application; Communication Sciences and Disorders application; official college transcripts with documentation of courses planned or in progress; official test scores sent from ETS to the Graduate school; three letters of recommendation (see 5a); a Letter of Intent; and, an undergraduate degree in CSDS, progress toward an UG degree in CSDS, or documentation of pre-requisite courses passed with a grade of C or better.
  - a. The three letters of recommendation should be standard letters on official letterhead (we do not use a particular form or checklist). At least two of the three letters should be from professors with knowledge of the applicant’s academic performance and professionalism; at least one of those two should be from a professor in communication sciences and disorders. No more than one of the three letters may come from a college professor in any discipline or may be a professional reference such as an employer. Each letter should be in a signed, sealed envelope and included in the application packet.
6. Completion of 25 clinical observation hours as mandated by the American Speech-Language-Hearing Association.
7. Documentation required by July 15th in the month prior to the first day of classes includes the following: Clinical observation hours (See 6); proof of professional liability insurance; health insurance; a background check; first aid/CPR certification by the American Red Cross, the American Heart Association or the equivalent; a drug screen; and, a final transcript demonstrating required coursework.
8. Meeting the minimum criteria for application for graduate school does not guarantee admission to the Communication Sciences and Disorders program. It should be noted that the pool of applicants for the Communication Sciences and Disorders program includes many highly qualified applicants, and the number of available positions is limited. Therefore, admission to the Communication Sciences and Disorders program is highly competitive.

## Admissions Process

1. Applications are available at the beginning of each academic year. Applicants must obtain the most recent Communication Sciences and Disorders application packet from the Office of Graduate Studies. This application packet outlines the steps in the application process and contains the Communication Sciences and Disorders program application form.
2. Deadline: the written application and all support materials should be postmarked by January 15th of each year. Send all materials directly to Graduate Studies, Armstrong Atlantic State University, 11935 Abercorn St., Savannah, GA 31419.
3. Written applications and support materials are reviewed, and a limited number of applicants are accepted into the program.

## 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. The student must be registered for all of the required courses in the program of study during the probationary semester. If the average is not raised to a B or better in that term, or the student earns a C or below on more than 6 hours, the student will be dismissed from the program. Students who are dismissed due to unsatisfactory performance cannot reapply to the program.  
A student, who earns a D, F or WF in an academic course or a grade of C, D, F or WF in clinical practicum but has not met the criteria for dismissal, must demonstrate mastery of the failed content before the program is completed and the degree is granted. The student may be required to retake the failed course or retake specific course content via independent study or special topics classes.
2. Students must adhere to the 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. Graduate coursework and clinical practicum are completed simultaneously over 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 are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.
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, June 30th if graduating in August or October 31st if graduating in December.
3. Students who do not earn a Praxis score of 600 must take a comprehensive assessment developed by the program and earn a score of eighty percent or higher.
4. Students must maintain a B average or better in the program.
5. Students must accumulate a minimum of 400 client contact hours as described by the department and set forth by the American Speech-Language and Hearing Association.
6. Demonstrate acquisition of knowledge and skills needed for a graduate student in speech-language pathology.

### C. Readmission Procedures

1. The student must complete the readmission application and go through the readmission process by submitting the current graduate application for Armstrong and the Communication Sciences and Disorders 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.

## Program of Study

### A. Professional Education (3 hours)

FOUN 7060 Educational Research..... 3

### B. Specialized Content (54 hours)

CSDS 7141 Cognitive and Linguistic Foundations of Language..... 3

CSDS 7142 Professional and Ethical Issues in Communication Disorders ..... 3

CSDS 7143 Language Disorders In School-Age Children.....	3
CSDS 7144 Neuro-anatomy and Physiology .....	3
CSDS 7145 Language Disorders In Early Childhood .....	3
CSDS 7147 Language and Literacy.....	3
CSDS 7148 Oral and Speech Motor Disorders.....	3
CSDS 7149 Aural Rehabilitation .....	3
CSDS 7150 Swallowing Disorders.....	3
CSDS 7151 Aphasia and Related Neurogenic Disorders .....	3
CSDS 7153 Introduction to Clinical Practicum in Communication Disorders .....	3
CSDS 7154 Advanced Practicum in Communication Disorders I.....	3
CSDS 7155 Advanced Practicum in Communication Disorders II .....	3
CSDS 7156 Voice and Fluency Disorders .....	3
CSDS 7157 Articulation and Phonological Disorders .....	3
CSDS 7159 Clinical Practicum in Communication Disorders .....	3
CSDS 7162 Clinical Practicum in Communication Disorders – Intermediate Disorders I.....	3

**TOTAL****54 hours**

- A total 54 semester hours of course work and an accumulation of a minimum of 400 client contact hours as described by the Armstrong Communication Sciences and Disorders program and set forth by the American Speech-Language and Hearing Association are required for program completion.
- A maximum of 6 credit hours of course work approved by the Communication Sciences and Disorders faculty may be transferred from another institution.
- An individual student's Plan of Study may reflect additional courses mutually agreed upon by the student and academic advisor and approved by the Program Director, but may include no less than the 54 credits listed above.

**DOCTOR OF PHYSICAL THERAPY**

The Physical Therapy Program at Armstrong Atlantic State University offers the Doctor of Physical Therapy (DPT) degree..

The DPT Program includes nine semesters of academic course work with three full-time clinical affiliations (totaling at least thirty weeks of full-time clinical practice), and numerous additional clinical experiences. Upon completion of the program, students are awarded the Doctor of Physical Therapy (DPT) degree.

The bachelor's degree is required for admission to the physical therapy program. Contact the Department of Rehabilitation Sciences, Physical Therapy Program, 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 and the expanding need for physical therapy services. 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.

Specifically, the Doctor of Physical Therapy program will:

1. Provide program graduates with the scientific knowledge and principles which practitioners need to examine, diagnose, develop prognoses, treat, document, measure outcomes, and instruct persons of all ages with movement disorders.
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 courses 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.

## 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 8 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:
  - a. A one-year sequence of basic (general, inorganic) chemistry with laboratories which are designed for science or health professions majors;
  - b. A one-year sequence of general physics with laboratories (both calculus or non-calculus physics are acceptable) which are for science or health professions majors and which include mechanics, electricity, magnetism and light;
  - c. A one-year sequence of anatomy and physiology with laboratories (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;
  - d. One general biology course with laboratory. (Botany, ecology, and environmental science are not acceptable substitutes.)
  - e. One course in statistics (at a minimum, covering measures of central tendency, probability distributions, and linear regression).
  - f. Two courses in the social sciences are also required. Abnormal psychology and human development are recommended. Applicants are also encouraged to take advanced human physiology and anatomy courses such as exercise physiology, neurophysiology, advanced human physiology, kinesiology and/or biomechanics.
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 work or volunteer in two or more different physical therapy settings for a total of 100 hours. It is also recommended that at least 20 of the 100 hours are obtained in an "inpatient" setting (acute care, inpatient rehabilitation or long-term care).
5. Applicants must have no less than a 3.0 in the PTCAS science grade point average (GPA) and an overall grade point average of 3.0. No grade of D or F will be acceptable for satisfaction of the prerequisite courses. If a grade of D or F is earned in a prerequisite course, that course cannot be repeated more than one time. Only two prerequisite courses may be repeated. Applicants may repeat courses with grades of C or higher to improve their prerequisite course GPA, but repeated courses will be averaged in the calculation of the prerequisite GPA.

6. Applicants must achieve a score on the Graduate Record Exam (GRE) of no less than 146 on the verbal section and 144 on the quantitative section, with an overall total of at least 290 on these two sections combined. These scores apply to results for tests taken in August, 2011 or later. (For those whose scores are from earlier dates, the minimums are 400 for each section with an overall total of at least 900 on the two sections combined.) For students whose second language is English, a TOEFL score of at least 600 paper-based, 250 computer-based or 80 internet-web-based may be substituted for the minimal verbal GRE score. The TOEFL score is not used in calculating a final application score during review of the applications, as 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. (Note that when requesting to have GRE scores sent to AASU, the appropriate codes to be used are: school code 7813, department code 5199.)
7. The following documents are required for admission to the Doctor of Physical Therapy (DPT) program: Physical Therapist Centralized Application Service (PTCAS) application, college transcripts, GRE scores and three recommendation forms. One of the recommendations must be written by a physical therapist who has observed and supervised the applicant in a clinical setting. ALL application documents will be collected by PTCAS.
8. All students are required to submit evidence of health insurance prior to participation in clinical experiences.
9. 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 program includes many highly qualified persons, and the number of available positions is limited.

#### **B. Admissions Process**

1. Program applications are available through the Physical Therapist Centralized Application Service website ([www.ptcas.org](http://www.ptcas.org)). The Graduate Studies application for Armstrong is not used.
2. Specific application deadlines are set annually and are posted at the PTCAS ([www.ptcas.org](http://www.ptcas.org)) and program ([www.pt.armstrong.edu](http://www.pt.armstrong.edu)) websites.
3. Students selected for admission must formally accept the position and submit a non-refundable deposit. Students who matriculate in the DPT Program at Armstrong will have their deposits refunded during the first week of classes.

#### **C. Accreditation Status and Degrees Offered**

1. The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org). The program received initial accreditation in May 1997. Present accreditation continues through December 31, 2022.

#### **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. In addition, the graduate must pass the Georgia state Jurisprudence exam to obtain licensure in Georgia.
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.

## **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. All graded activities within courses must be passed at the 80% level or remediated, as directed by the course instructor. A TOTAL of 4 remedial activities will be allowed in each semester in ALL COURSES combined. A student that fails more than 4 examinations in one semester will not progress through the curriculum.
3. Failure to pass more than one course or failure to pass any course more than once will result in dismissal from the program.
4. 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.

5. 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.
6. 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.
7. 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.
8. Students who do not complete the program in the required period of time may apply for readmission
9. 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 all courses in the curriculum (earning a B or better in all courses; Clinical Practicum 2 and 3 and Supervised Clinical Education 1, 2, and 3 must be passed with a satisfactory grade).
2. Students must satisfactorily complete a research project.
3. Students must follow graduation procedures for Armstrong Atlantic State University.
4. The Doctor of Physical Therapy program of study requires a total of 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.

## **Program of Study**

### **A. Required Courses (134 hours)**

PHTH 7101 Functional & Structural Aspects of Movement 1 .....	5
PHTH 7111 Introduction to Pathophysiology 1.....	2
PHTH 7131 Foundations of Physical Therapy Examination, Evaluation, and Intervention 1 .....	6
PHTH 7161 Physical Therapy Practice Issues 1.....	1
PHTH 7181 Clinical Practicum 1 .....	1
PHTH 7202 Functional and Structural Aspects of Movement 2 .....	6
PHTH 7212 Introduction to Pathophysiology 2 .....	2
PHTH 7232 Foundations of Physical Therapy Examination, Evaluation, and Intervention 2.....	8
PHTH 7262 Physical Therapy Practice Issues 2.....	1
PHTH 7282 Clinical Practicum 2 .....	1
PHTH 7303 Functional & Structural Movement 3.....	4
PHTH 7313 Introduction to Pathophysiology 3 .....	2
PHTH 7333 Foundations of Examination, Evaluation, and Intervention 3.....	8
PHTH 7363 PT Practice Issues 3.....	1
PHTH 7383 Clinical Practicum 3 .....	1
PHTH 7390 Physical Therapy Case Management.....	3
PHTH 8400 Critical Inquiry in Physical Therapy .....	2

PHTH 8481 Supervised Clinical Education 1 .....	8
PHTH 8491 Clinical Education Synthesis 1 .....	2
PHTH 8501 Clinical Medicine 1 .....	3
PHTH 8531 Advanced Examination, Evaluation, and Intervention 1 .....	8
PHTH 8561 Implementation of Lifespan Concepts in Physical Therapy 1.....	2
PHTH 8602 Clinical Medicine 2 .....	3
PHTH 8632 Advanced Examination, Evaluation, and Intervention 2 .....	8
PHTH 8662 Implementation of Lifespan Concepts in Physical Therapy 2.....	2
PHTH 9703 Clinical Medicine 3 .....	3
PHTH 9733 Advanced Examination, Evaluation, and Intervention 3 .....	6
PHTH 9763 Implementation of Lifespan Concepts in Physical Therapy 3.....	2
PHTH 9804 Clinical Medicine 4 .....	1
PHTH 9834 Advanced Examination, Evaluation and Intervention 4 .....	2
PHTH 9900 Leadership and Management in Physical Therapy .....	3
PHTH 9901 Physical Therapy Project 1 .....	1
PHTH 9902 Physical Therapy Project 2 .....	1
PHTH 9903 Physical Therapy Project 3 .....	1
PHTH 9904 Physical Therapy Project 4.....	1
PHTH 9882 Supervised Clinical Education 2 .....	10
PHTH 9983 Supervised Clinical Education 3 .....	10
PHTH 9992 Clinical Education Synthesis 2.....	3
<b>TOTAL</b>	<b>134 hours</b>

## College of Liberal Arts

Laura Barrett, Dean  
Mark Finlay, Assistant Dean

### Organization and Degrees

The College of Liberal Arts offers graduate courses from the academic units of art, music, and theatre; political science; criminal justice; history; languages, literature, and philosophy; economics; and gender and women's studies. Graduate degree programs include the Master of Arts in History, the Master of Arts in Liberal and Professional Studies, and the Master of Science in Criminal Justice.

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## CRIMINAL JUSTICE, SOCIAL AND POLITICAL SCIENCE

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Daniel Skidmore-Hess, Interim Department Head  
Becky Kohler da Cruz, Graduate Coordinator

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### 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.

### 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 150 on the verbal section and a 141 on the quantitative section or a 3.5-4.0 on the analytical section of the Graduate Record Examination (GRE)(See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011); 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

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 146 on the verbal section and 140 on the quantitative section or 3.0-3.4 on the analytical section of the GRE (See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011) 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.
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.

### C. Prerequisites for Admission

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.

### D. Reclassification

A student may be reclassified with regular admission providing that they have completed three Armstrong courses, 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 under the provisional admission classification. After nine hours, the student must either be reclassified as a regular admission student or be removed from the program.

## Standards of Progression and Graduation

- A. The graduate student must maintain a 3.0 overall grade point average in all graduate courses. The student will be placed on academic probation if he or she earns one (1) C or below. If a student earns two (2) C's or below, the student will be dismissed from the program. There is a one (1) semester waiting period after the first C is earned so that the student has the opportunity to replace the grade and get the GPA back to a 3.0. The student may repeat a class only once to replace a grade.
- B. The student must file a program of study and an application for graduation with Graduate Studies. Fifty percent of the program of study must be completed at the 6000-8000 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 Graduate Studies.
- D. Satisfactory completion of a written comprehensive assessment one semester prior to graduation for practicum and coursework option students is required. Students choosing the thesis option must receive a satisfactory after a formal thesis defense.
- E. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.
- F. All degree requirements must be completed within seven years.

## Program of Study

### A. Content Courses (12 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 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

**Law/Courts**

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 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 hours**

**POST-BACCALAUREATE CERTIFICATE IN CYBER CRIME**

**Admission Standards**

- A. Completed requirements for a baccalaureate degree from a regionally accredited institution.
- B. A minimum of 2.5 overall undergraduate GPA
- C. Letter of Intent

**Standards of Progression and Graduation**

- A. Each student will file a program of study with Graduate Studies upon completion of the requirements for the certificate.
- B. A minimum grade point average of 3.0 or better must be earned for the certificate to be awarded.
- C. Each student must complete an exit interview.

**Program of Study**

**Content Courses (18 hours))**

(Minimum Grade of B Required)

(Choose six)

ITEC/CRJU 5001G Cyber Security I ..... 3  
 ITEC/CRJU 5002G Cyber Security II ..... 3  
 CRJU 5003G Cyber Forensics..... 3  
 CRJU 7862 Special Topics in Cyber Crime and Criminal Investigations ..... 3

CRJU 7864 Legal Aspects of Cyber Crime .....	3
CRJU 7865 First Responder Tools and Application .....	3
CRJU 7880 Practicum I .....	3
CRJU 7881 Practicum II.....	3
<b>TOTAL</b>	<b>18 hours</b>

## GENDER AND WOMEN'S STUDIES

Jane Rago, Coordinator

### GRADUATE CERTIFICATE IN GENDER AND WOMEN'S STUDIES\*

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.

*\*The Gender and Women's Studies Certificate program is currently not accepting new students.*

### 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

### Standards of Progression and Graduation

- A. Each student will file a program of study with 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).

### Program of Study

#### A. Required Course (3 hours)

GWST 5700G Perspectives in Feminist Theory .....	3
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#### B. Three courses chosen from the following (9 semester hours)

ARTS 5760G History of Photography .....	3
ARTS 5770G Art and Identity .....	3
COMM 5500G Communication Between the Genders .....	3
ENGL 5340G Literature by Women .....	3
ENGL 5355G Black Women Writers.....	3
FILM 5025G Critical Approaches to Film, Television, and Popular Culture.....	3
FILM 5040G Women and Film .....	3
FILM 5035G Film Theory and Criticism .....	3

GWST 5500G Topics In Women’s Leadership.....	3
GWST 5640G Topics in the History of Women and Gender: Europe .....	3
GWST 7500 Internship in Gender and Women’s Studies.....	3
GWST 7900 Directed Readings.....	3
HIST 5660G Topics in History of Women and Gender in America .....	3
HIST 5670G Topics in History of Women and Gender in Europe .....	3
PUBH 5570G Women and Minority Health Issues .....	3
PUBH 5575G Health and Sexuality Education .....	3
SOCI 5600G Sociology of Gender .....	3
<b>TOTAL</b>	<b>12 hours</b>

## HISTORY

Christopher Curtis, Department Head  
Christopher Hendricks, Graduate Coordinator

### MASTER OF ARTS—HISTORY

The program in history will 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 World 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 concentration;
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. Familiarize students with public applications of historical inquiry and provide them with a solid grounding in the standard methods and canon of historical research.

### 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 156 on the verbal section and 150 on the quantitative section or 4.5 on the analytical section of the Graduate Record Examination (GRE). See note under Admissions Examinations on page 9 about using GRE scores received before August 1, 2011.
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 150 on the verbal section and 146 on the quantitative section or 3.5 on the analytical section of the GRE. See note under Admissions Examinations on page 9 about using GRE scores received before August 1, 2011.
3. At least a 2.75 overall grade point average on all undergraduate college work.
4. Three letters of recommendation.
5. A student may be reclassified with regular admission providing s/he has taken three Armstrong 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.

## 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, World, or public history. The student, major advisor, and graduate coordinator will sign the program of study. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. A copy of the official program of study must accompany the candidate's application. The courses listed in the program of study must include a minimum of thirty 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 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 a foreign language examination.

Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.

### D. Seminar Paper and Professional Internship

- A prospective candidate for a graduate degree must register for a seminar (HIST 7570, 7585, or 7590). The student will then produce an article-length seminar paper, which must pass through a review committee. A candidate pursuing the public history concentration, must register for six hours of professional internship (HIST 7995). In addition, a student must register for independent study or professional internship during each semester in which the seminar paper or internship report 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 credit without completing the seminar paper or internship report requirements. When the project has been accepted by the committee and approved by the Dean of Liberal Arts, a grade will be assigned for class credit. Only six hours of internship credit will count toward a degree.
- The Master of Arts seminar paper 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 inquiry. The paper 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 paper. The paper must be signed by the major professor and the assenting committee members and submitted to the Dean of Liberal Arts.
- In lieu of completing a seminar paper, students majoring in American or World history may pursue the comprehensive option. Under this option, the student will select a faculty member in the appropriate field to head a comprehensive exam committee. Two other faculty members will serve on the committee, which must be approved by the department Graduate Committee. Once the candidate receives approval, s/he must consult with each member of the comprehensive committee to discuss the content of the exams and any additional preparation that may be required. Students will schedule their comprehensive exams through their committee chair. All three written comprehensive exams must be taken within five consecutive workdays (Monday-Friday). Each written exam has a three-hour time limit. If the candidate fails any or all of the written comprehensives, s/he may retake the failed exam(s) once more. If the candidate's performance on one or more of the written comprehensive exams is still deemed to be unsatisfactory, the candidate may not continue as a candidate for the master's degree. The oral assessment will be scheduled to occur within seven days of the successful completion of the written assessments. Each member of the comprehensive committee will examine the candidate for up to twenty minutes. The oral examination covers the three areas addressed in the written exams and may focus on the weaknesses of the candidate's written responses. Candidates may repeat the oral exam once. If a candidate's performance in the oral examination is still deemed to be unsatisfactory, the candidate may not continue towards completion of the master's degree.

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**Program of Study—American and World History**
**A. Required Courses (6 hours)**

HIST 7430, or	
HIST 7440 Colloquium.....	3
HIST 7580, or	
HIST 7585 Seminar .....	3

**B. Specialized Courses (18-21 hours)**

HIST 5100G Topics in Latin American History .....	3
HIST 5150G Topics in Middle Eastern History .....	3
HIST 5200G Topics in African History .....	3
HIST 5250G Topics in Asian History .....	3
HIST 5300G History of Russian/Soviet Foreign Policy .....	3
HIST 5450G Topics in Medieval History .....	3
HIST 5480G Topics in Modern European History .....	3
HIST 5490G Topics in European Intellectual and Cultural 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 5575G Topics in Urban History .....	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 in America .....	3
HIST 5670G Topics in the History of Women & Gender in Europe .....	3
HIST 5690G Topics in American Thought and Culture .....	3
HIST 5700G American Material Culture.....	3
HIST 5720G Historical Archaeology.....	3
HIST 5750G American Folklife.....	3
HIST 5770G Oral History.....	3
HIST 5790G Archival Studies .....	3
HIST 5810G Topics in Architectural History .....	3
HIST 5940G Fieldwork in History .....	3
HIST 7100 Internship in Public History .....	3
HIST 7430 Colloquium in American History.....	3
HIST 7440 Colloquium in World History.....	3

HIST 7580 Seminar in American History.....	3
HIST 7585 Seminar in World History .....	3
HIST 7850 Special Topics in Material Culture.....	3
HIST 7920 Directed Readings .....	3
HIST 7950 Independent Study.....	3
<b>C. Public History Courses (3-6 hours)</b>	
HIST 5700G American Material Culture.....	3
HIST 5720G Historical Archaeology .....	3
HIST 5750G American Folklife.....	3
HIST 5770G Oral History.....	3
HIST 5790G Archival Studies .....	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 7100 Internship in Public History .....	3
HIST 7850 Special Topics in Material Culture.....	3
<b>TOTAL</b>	<b>30 hours</b>

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### Program of Study—Public History

#### A. Required Courses (6 hours)

HIST 7995 Professional Internship in Public History .....	6
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#### B. Public History Courses (15 hours)

HIST 5700G American Material Culture.....	3
HIST 5720G Historical Archaeology.....	3
HIST 5750G American Folklife.....	3
HIST 5770G Oral History.....	3
HIST 5790G Archival Studies .....	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 7100 Internship in Public History .....	3
HIST 7920 Directed Readings .....	3
HIST 7950 Independent Study.....	3

**C. Specialized Courses (9 semester hours)**

HIST 5100G Topics in Latin American History .....	3
HIST 5200G Topics in African History .....	3
HIST 5250G Topics in Asian History .....	3
HIST 5300G History of Russian/Soviet Foreign Policy .....	3
HIST 5450G Topics in Medieval History .....	3
HIST 5480G Topics in Modern Europe .....	3
HIST 5490G Topics in European Intellectual and Cultural 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 5575G Topics in Urban History .....	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 in America .....	3
HIST 5670G Topics in the History of Women & Gender in Europe .....	3
HIST 5690G Topics in American Thought and Culture .....	3
HIST 5940G Fieldwork in History .....	3
HIST 7430 Colloquium in American History .....	3
HIST 7440 Colloquium in World History .....	3
HIST 7580 Seminar in American History .....	3
HIST 7440 Colloquium in World History .....	3
HIST 7850 Special Topics in Material Culture.....	3
HIST 7920 Directed Readings .....	3
HIST 7950 Independent Study.....	3
<b>TOTAL</b>	<b>30 hours</b>

**Program of Study—American and European History: Thesis Option**

*\*The History Department offers three options in its graduate program. However, the American and European History: Thesis Option program is currently not accepting new students. Some courses are no longer available. If you are currently enrolled in this program, please check with your advisor regarding completion requirements.*

**A. Required Courses (12 hours)**

HIST 7500 Historical Methods .....	3
HIST 7990 Thesis .....	6
HIST 7410, or	
HIST 7420, or	
HIST 7430 Colloquium.....	3

**B. Specialized Courses (18 hours)**

HIST 5100G Topics in Latin American History .....	3
HIST 5150G Topics in Middle Eastern History.....	3
HIST 5200G Topics in African History .....	3
HIST 5250G Topics in Asian History .....	3
HIST 5300G History of Russian/Soviet Foreign Policy .....	3
HIST 5450G Topics in Medieval History .....	3
HIST 5480G Topics in Modern European History .....	3
HIST 5490G Topics in European Intellectual and Cultural 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 5575G Topics in Urban History .....	3
HIST 5640G Topics in the History of Technology and Culture .....	3
HIST 5650G Topics in African-American History .....	3
HIST 5660G Topics in the History of Women & Gender in America .....	3
HIST 5670G Topics in the History of Women & Gender in Europe .....	3
HIST 5690G Topics in American Thought and Culture .....	3
HIST 5700G American Material Culture.....	3
HIST 5720G Historical Archaeology.....	3
HIST 5750G American Folklife.....	3
HIST 5770G Oral History.....	3
HIST 5790G Archival Studies .....	3
HIST 5810G Topics in Architectural History .....	3
HIST 5940G Fieldwork in History .....	3
HIST 7100 Internship in Public History .....	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 Non-Western History .....	3
HIST 7850 Special Topics in Material Culture.....	3
HIST 7920 Directed Readings .....	3
HIST 7950 Independent Study.....	3

**C. Public History Courses (6 hours)**

HIST 5700G American Material Culture.....	3
HIST 5720G Historical Archaeology.....	3
HIST 5750G American Folklife.....	3
HIST 5770G Oral History.....	3
HIST 5790G Archival Studies .....	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 7100 Internship in Public History .....	3
HIST 7850 Special Topics in Material Culture.....	3
<b>TOTAL</b>	<b>36 hours</b>

## PROFESSIONAL COMMUNICATION AND LEADERSHIP

Mark R. Finlay, Interim Coordinator

### POST BACCALAUREATE CERTIFICATE IN PROFESSIONAL COMMUNICATION AND LEADERSHIP

The Graduate Certificate in Professional Communication and Leadership prepares students for workplace communication, critical thinking, and organizational leadership. It is directed toward both working professionals and mature college graduates who are either already in the work force or who are making the transition from an undergraduate degree to a professional setting, and who aim to sharpen their communication abilities. At the core of the program are four courses that focus on writing, professional communication, and leadership. From there, students choose one more specialized course in information design, psychology, leadership, communication, or ethics to complete the 15 credit hours.

#### Admission Standards

- A. A bachelor's degree from an accredited college or university, with a minimum GPA of 2.50
- B. Official transcripts
- C. A resume or vita
- D. A Letter of Intent. A writing sample of 200-500 words that describes how a Graduate Certificate in Professional Communication and Leadership would help you meet your personal and professional goals. This essay may include a discussion of any weaknesses in your academic record.
- E. Two professional letters of recommendation

#### 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 program coordinator. Students are encouraged to apply for graduation in the semester before the anticipated date of graduation. A copy of the official program of study must accompany the candidate's application. At least fifty percent of the program must be completed at the 6000-8000 levels.



## C. Graduation Requirements

The student must maintain a 3.0 overall average of all graduate courses completed.

## Program of Study

### A. Core Courses (12 hours)

ENGL 7100 Professional Communication Strategies.....	3
ENGL 5740G Technical Editing.....	3
COMM 7200 Organizational Communication in Diverse Contexts.....	3
LEAD 7200 Leadership in the Public Arena: From Ideas to Action .....	3

### B. Elective: Students must select one course from the list below.

ARTS 6110 Digital Media Management .....	3
COMM 5100G Communication Theory.....	3
COMM 5200G Nonverbal Communication .....	3
COMM 7500 Topics in Communication .....	3
ENGL 5710G Writing for the Nonprofit Sector.....	3
ENGL 5730G Rhetoric .....	3
ENGL 5750G Publication Design.....	3
LEAD 7300 Selected Issues in Leadership Studies.....	3
PHIL 7100 Professional and Applied Ethics.....	3
PSYC 5150G Conflict Resolution .....	3
PSYC 5300G Leadership and Group Dynamics.....	3
PUBH 6050 Health Communications.....	3
PUBH 7760 Special Topics in Public Health.....	3
Approved Elective .....	3

**TOTAL** **15 hours**

## MASTER OF ARTS—PROFESSIONAL COMMUNICATION AND LEADERSHIP

The Master of Arts in Professional Communication and Leadership is designed to further professional development through coursework in written and verbal communication skills, critical thinking, and leadership. 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 to a professional setting. Unlike traditional master's programs, which focus on developing skills in one specific discipline, the Professional Communication and Leadership program combines the interdisciplinary nature of liberal studies with a practical 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 Professional Communication and Leadership includes a core of courses in organizational communication, professional writing, and leadership, with elective courses available in written communication, professional ethics, small group communication, and conflict resolution, among others.

## Admission Standards

### A. Regular Admission

For regular admission the applicant must have:

1. Official transcripts that demonstrate completion of requirements for the baccalaureate degree from a regionally accredited institution and a 2.5 overall grade point average or higher on all undergraduate work.

2. A resume or vita.
3. Two professional letters of recommendation.
4. Letter of Intent: A writing sample of 200-500 words that describes how a B. A. in Professional Communication and Leadership would help you meet your personal and professional goals.

## 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 are encouraged to apply for graduation two semesters before the anticipated date of graduation. A copy of the official program of study must accompany the candidate's application. At least fifty percent of the program must be completed at the 6000-8000 levels.

### C. Graduation Requirements

The student must maintain a 3.0 overall average of all graduate courses completed.

## Program of Study

### A. Core Courses (12 hours)

ENGL 7100 Professional Communication Strategies.....	3
ENGL 5740G Technical Editing .....	3
COMM 7200 Organizational Communication in Diverse Contexts.....	3
LEAD 7200 Leadership in the Public Arena: From Ideas to Action .....	3

### B. Students select six courses from the list below. At least fifty percent of all coursework must be at the level of 6000 or above.

ARTS 6110 Digital Media Management .....	3
COMM 5100G Communication Theory.....	3
COMM 5200G Nonverbal Communication .....	3
COMM 7500 Topics in Communication .....	3
ENGL 5710G Writing for the Nonprofit Sector.....	3
ENGL 5730G Rhetoric .....	3
ENGL 5750G Publication Design.....	3
LEAD 7300 Selected Issues in Leadership Studies .....	3
PCLE 7700 Independent Study.....	3
PCLE 7800 Internship Project .....	3
PCLE7900 Comprehensive Project .....	3
PHIL 7100 Professional and Applied Ethics.....	3
PSYC 5150G Conflict Resolution .....	3
PSYC 5300G Leadership and Group Dynamics.....	3
PUBH 6050 Health Communications .....	3
Approved Elective .....	3

**TOTAL**

**30 hours**

## College of Science and Technology

Robert Gregerson, Dean  
Delana Gajdosik-Nivens, Assistant Dean

### Organization and Degrees

The College of Science and Technology offers graduate courses from the academic units of biology, chemistry and physics, computer science, information technology, mathematics, and psychology. Graduate degree programs are offered in computer and information science.

## COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

Hong Zhang, Department Head  
Ray R. Hashemi, Graduate Coordinator

The main mission of the computer and information science program is to provide students with the necessary knowledge and skills for the current and near future job markets in industry as well as academia. The program is student-focused, transformative, experiential and rigorous, leading to student success.

Students graduating from the program will be ready to take a wide variety of positions in the industries in which computer science or information science are required, and also pursue an academic career in computer science or a cognate field.

Besides developing fundamental skills in computer and information science in order to adapt to rapid technological changes students must also develop an understanding of the algorithmic approach to problem solving including the development, representation, communication, and analysis of information systems and algorithms.

### POST-BACCALAUREATE CERTIFICATE IN CLINICAL INFORMATICS

Sandy Streater, Interim Coordinator

The Post-Baccalaureate Certificate in Clinical Informatics is an interdisciplinary certificate offered in conjunction with the Department of Health Sciences and the Department of Nursing.

### Admission Standards

A. Completed requirements for a baccalaureate degree from a regionally-accredited institution.

and

B. A minimum of two years of clinical experience with some health IT/IS experience preferred.

OR

C. Completed requirements for a graduate degree from a regionally-accredited institution.

### Standards of Progression and Graduation

A. Each student will file a program of study with Graduate Studies.

B. A minimum overall grade point average of B or better must be earned for the certificate to be awarded. Any student making two C's in the program will be academically dismissed.

### Program of Study

#### Content Courses (12 hours)

MHSA/NURS 6010 Foundations of Clinical Informatics .....	3
MHSA/NURS 6020 Information/Knowledge Management.....	3

MHSA/NURS 6030 Project Management .....	3
MHSA/NURS/CSCI 6040 System Analysis and Design.....	3
<b>TOTAL</b>	<b>12 hours</b>

## POST-BACCALAUREATE CERTIFICATE IN SCIENTIFIC COMPUTING

### Admission Standards

For admission to the PBCSC program, the applicant must hold a Bachelor's of Science degree in a science, mathematics, engineering, or related field of study, and must complete an application for admission to The Office of Graduate Studies at Armstrong. A complete application comprises a Letter of Intent, two official undergraduate transcripts, official GRE scores, and three recommendation letters. The University also requires a certificate of immunization for admission. There are two categories of admission to the PBCSC program: regular admission and provisional admission.

#### A. Regular Admission

Regular admission requires all of the following conditions to be met:

1. Bachelor of Science in a science, mathematics, or engineering discipline or a Bachelor's degree in a related field. In addition, the applicant must have completed undergraduate course work equivalent to the following:
  - CSCI 1301 (Introduction to Programming Principles).
2. An undergraduate cumulative GPA of at least 2.7.
3. GRE verbal of 156 or higher, GRE quantitative of 144 or higher, and GRE analytical writing of 4.0 or higher. See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011.

#### B. Provisional Admission

Provisional admission requires that all of the following conditions be met:

1. A Bachelor of Science degree in a science, mathematics, or engineering discipline or a Bachelor's degree in a related field.
2. An undergraduate cumulative GPA of at least 2.4.
3. GRE verbal greater than 146, GRE quantitative greater than 141, and GRE analytical writing of 3.0 or higher. See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011.

Students who are admitted provisionally are required to meet with the graduate coordinator to determine the appropriate course of study. Students are expected to pass CSCI 1301: Introduction to Programming Principles, or an equivalent course, with a grade of B or better to obtain regular admission.

### Standards of Progression and Completion

- A. A program of study must be maintained for each student. The program of study (signed by the student, advisor, and graduate coordinator) must be forwarded to Graduate Studies accompanying the student's application for graduation. Students are required to complete twelve hours of study. At least six of these hours are from advanced graduate courses. 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 Graduate Studies.

### Program of Study

#### A. Core Required Course (3 hours)

\*CSCI 6001 Foundations of Computing ..... 3

*\* Waived for students with a BS in CS degree from an ABET accredited program*

#### B. Content Courses (3 hours)

Choose one:

MATH 6900 Special Topics in Mathematics ..... 3

MATH 6930 Special Topics in Applied Mathematics ..... 3

MATH 7210 Quantitative Methods for Decision Making ..... 3

### C. Fundamental Courses (6-9 hours)

*\*Note: No more than 2 classes may be at the 5000 level*

CSCI 5410G Analysis of Algorithms ..... 3

CSCI 5610G Numerical Analysis ..... 3

CSCI 5720G Advanced Database Systems ..... 3

CSCI 5735G Data Mining ..... 3

CSCI 5820G Machine Learning ..... 3

CSCI 5825G Artificial Intelligence ..... 3

CSCI 7800 Computational Intelligence ..... 3

CSCI 7835 Image Processing ..... 3

CSCI 8100 Special Topics ..... 3

**TOTAL** **12 hours**

## MASTER OF SCIENCE IN COMPUTER AND INFORMATION SCIENCE

The main objectives of the computer and information science program are to provide a solid foundation in computer and information science so that graduates will have the fundamentals necessary to evolve with the discipline and to provide innovative graduate course work in core computer science and information science areas.

### Admission Standards

For admission to the MSCIS program, the applicant must hold a Bachelor's of Science degree in a science, mathematics, engineering, or related field of study, and must complete an application for admission to The Office of Graduate Studies at Armstrong. A complete application comprises a Letter of Intent, two official undergraduate transcripts, official GRE scores, and three recommendation letters. The University also requires a certificate of immunization for admission. There are two categories of admission to the MSCIS program: regular admission and provisional admission.

#### A. Regular Admission

Regular admission requires all of the following conditions to be met:

1. Bachelor of Science in a science, mathematics, or engineering discipline or a Bachelor's degree in a related field. In addition, the applicant must have completed undergraduate course work equivalent to the following:
  - CSCI 1301 (Introduction to Programming Principles).
2. An undergraduate cumulative GPA of at least 2.7.
3. GRE verbal of 156 or higher, GRE quantitative of 144 or higher, and GRE analytical writing of 4.0 or higher. See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011.

#### B. Provisional Admission

Provisional admission requires that all of the following conditions be met:

1. A Bachelor of Science degree in a science, mathematics, or engineering discipline or a Bachelor's degree in a related field.
2. An undergraduate cumulative GPA of at least 2.4.
3. GRE verbal greater than 146, GRE quantitative greater than 141, and GRE analytical writing of 3.0 or higher. See note under Admissions Examinations on page 9 about using revised GRE scores after August 1, 2011.

Students who are admitted provisionally are required to meet with the graduate coordinator to determine the appropriate course of study. Students are expected to pass CSCI 1301: Introduction to Programming Principles, or an equivalent course, with a grade of B or better to obtain regular admission.

## 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 graduate coordinator) must be forwarded to 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 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 Graduate Studies.
- C. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.

## Program of Study

Choose one of the following tracks:

### Track 1: Computer Science

#### A. Core Required Course (3 hours)

\*CSCI 6001 Foundations of Computing..... 3

*\*Waived for students with a BS in CS from an ABET accredited program*

#### B. Foundation Courses (12 semester hours)

CSCI 5220G Data Communications and Networks..... 3

CSCI 5322G Advanced Software Engineering..... 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

#### C. Fundamental Courses (9 semester hours)

CSCI 6040 System Lifecycle Applications..... 3

CSCI 7200 Real-time System Concepts and Implementation ..... 3

CSCI 7300 Computer Networks ..... 3

CSCI 7320 Software Development Process ..... 3

CSCI 7500 Mobile Computing ..... 3

CSCI 7600 Collaborative Computing..... 3

CSCI 7800 Computational Intelligence ..... 3

CSCI 7835 Image Processing ..... 3

CSCI 8100 Special Topics ..... 3

**D. Electives** **0-3**

Any graduate-level computer science courses.

**E. Comprehensive Project (6 semester hours)**

CSCI 8200 Master's Project .....	6
CSCI 8210 Master's Thesis .....	6
<b>TOTAL</b>	<b>30 hours</b>

**Track 2: Health Informatics****A. Core Required Course (3 hours)**

*CSCI 6001 Foundations of Computing.....	3
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*\*Waived for students with a BS in CS from an ABET accredited program*

**B. Fundamental Courses Courses (12 semester hours)****Select one of the following groups of courses****\*Group I**

*\*These Courses also required by the Post-Baccalaureate Certificate in Clinical Informatics program.*

MHSA/NURS 6010 Foundations of Clinical Informatics .....	3
MHSA/NURS 6020 Knowledge/Information Management.....	3
MHSA/NURS 6030 Project Management .....	3
MHSA/NURS/CSCI 6040 System Lifecycle Applications .....	3

**Group II**

MHSA 6000 Health Care Financing and Delivery Systems .....	3
MHSA 6100 Organization Theory/Organization Behavior in Health Care .....	3
MHSA 6800 Legal Environment of Health Care.....	3
PUBH 6100 Epidemiology .....	3

**C. Fundamental Courses (9-12 hours)**

CSCI 6371 Advanced Human Computer Interaction .....	3
CSCI 5735G Data Mining .....	3
CSCI 7010 Decision Support Systems .....	3
CSCI 7600 Collaborative Systems.....	3
CSCI 7800 Computational Intelligence .....	3
CSCI 8100 Special Topics .....	3

**D. Comprehensive Project, (6 semester hours)**

CSCI 8200 Master's Project .....	6
CSCI 8210 Master's Thesis .....	6
<b>TOTAL</b>	<b>30 hours</b>



# Course Index and Descriptions

## Numbering System for Courses

5000-5999 - Graduate courses with dual enrollment by undergraduate and graduate students

6000-6999 - Graduate courses (undergraduate students may not enroll except for those who have applied and been approved for Senior Privilege.)

7000-9999 - Graduate courses (undergraduate students may not enroll.)

Fifty percent of the graduate program of study must be completed at the 6000-9000 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). Graduate students cannot apply a 5000-G course to their graduate program of study when they have completed the 5000-U level courses for their Armstrong undergraduate degree unless approved by their graduate program director.

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.

## Lettering System for Courses

Throughout the catalog, four capital letters followed by four numbers are used to designate individual courses. Following is a list of the prefixes (abbreviations) used, as well as an index for quick page location of courses in specific subject areas.

ADED - Adult Education .....	107
ADMT - Administration .....	108
AFAS - African American Studies .....	108
ARTS - Art .....	108
ASTR - Astronomy .....	109
BIOL - Biology .....	109
CHEM - Chemistry .....	109
COMM - Communications .....	109
CRJU - Criminal Justice .....	110
CSCI - Computer Science .....	112
CSDS - Communication Sciences and Disorders .....	115
CURI - Curriculum and Instruction .....	117
ECEG - Early Childhood Education (MED) .....	117
ECMT - Early Childhood Education (MAT) .....	118
ECON - Economics .....	119
EDUC - Education .....	119
EEXE - Exceptional Education .....	119
ENGL - English .....	122
ESOL - English to Speakers of Other Languages .....	125
FILM - Film .....	125

FOUN - Education Foundations .....	126
FREN - French.....	127
GEOG - Geography .....	127
GEOL - Geology.....	127
GERO - Gerontology .....	127
GWST - Gender and Women’s Studies.....	127
HIST - History .....	128
HRDV - Human Resource Development.....	131
ITEC - Information Technology .....	131
LEAD - Liberal and Professional Studies.....	131
LING - Linguistics.....	131
MAED - Mathematics Education.....	132
MATH - Mathematics .....	133
MGED - Middle Grades Education (MED).....	134
MGSE - Middle Grades Education (MAT).....	135
MHSA - Health Services Administration.....	136
MUSC - Music.....	139
NURS - Nursing.....	139
PADM - Public Administration.....	142
PCLE - Professional Communication and Leadership .....	142
PECI - Physical Education - Curriculum and Instruction.....	143
PHIL - Philosophy .....	143
PHSC - Physical Science .....	143
PHTH - Physical Therapy.....	144
POLS - Political Science.....	146
PSYC - Psychology.....	148
PUBH - Public Health.....	149
RADS - Radiologic Sciences .....	151
RDEN - Reading Endorsement.....	151
SCED - Secondary Education.....	152
SMED - Sports Medicine.....	154
SOCI - Sociology.....	156
SPAN - Spanish.....	156

**ADED - Adult Education**

- ADED 7010 SPECIAL TOPICS IN ADULT EDUCATION** 2-V-3  
Designed to promote specialized investigation appropriate to the instructional needs of adult educators. Topics of independent student exploration will vary. This course may be repeated one time.
- 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.
- 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 the study and implementation of 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.
- ADED 7130 CULTURAL DIVERSITY IN ADULT EDUCATION** 3-0-3  
Knowledge of areas of diversity that affect the community.
- 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 through a servant leadership framework.
- 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.
- ADED 7200 THEORY OF ADULT LITERACY** 3-0-3  
Theoretical perspectives of adult literacy and under-education. Political, 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, and current topics.
- 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.

**ADMT - Administration****ADMT 7400 HUMAN RESOURCES MANAGEMENT 3-0-3**

Survey course of the principles and practices of contemporary management of human resources that is 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.

**AFAS - African American Studies****AFAS 5000G TOPICS IN AFRICAN AMERICAN STUDIES 3-0-3**

Prerequisite: Acceptance into 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.

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

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

Exploration of contemporary art, historical, and critical issues.

**ARTS 6110: DIGITAL MEDIA MANAGEMENT 3-0-3**

Prerequisite: Permission of Program Coordinator or Instructor

Creating, preparing and managing imagery and content for the web including image manipulation and best practices for web design. Concepts concerning basic design and development of websites emphasized.

**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 6750 GRADUATE INTERNSHIP**

0-V-4

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 6900 DIRECTED INDIVIDUAL STUDY**

3-0-3

Prerequisite: Acceptance into 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.

**ASTR - 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.

**BIOL - Biology****BIOL 6000 SPECIAL TOPICS IN BIOLOGY**

3-0-3

Prerequisite: Permission of instructor/department

A consideration of topics and issues in biology.

**CHEM - Chemistry****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 an 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.

**COMM - 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.
- CRJU - 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 5003G CYBER FORENSICS** 3-0-3  
Application of computer investigation and analysis techniques to gather evidence suitable for presentation in a court of law. Techniques of cyber crime scene analysis, media analysis, and the use of various forensic tools.
- 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 6801 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.



<b>CRJU 6810 CRIMINOLOGICAL THEORY</b>	<b>3-0-3</b>
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.	
<b>CRJU 6811 CRIMINAL JUSTICE LEADERSHIP/MANAGEMENT</b>	<b>3-0-3</b>
Effectiveness and efficiency of criminal justice agencies, as fostered by ethical leadership. Focus on administrative theory and its application to practical reality.	
<b>CRJU 6813 ADVANCED RESEARCH METHODS</b>	<b>3-0-3</b>
Application of advanced research methods to problems in the criminal justice system.	
<b>CRJU 7820 LAW ENFORCEMENT PROBLEMS/PRACTICE</b>	<b>3-0-3</b>
Current issues of policing and police administration. Emphasizes police-society relationships, including those related to minorities, police unionization, and corruption.	
<b>CRJU 7821 SEMINAR IN ADVANCED POLICE ADMINISTRATION</b>	<b>3-0-3</b>
Functions and unique context of police administration. Emphasizes police professionalization and the moral dimension of administration.	
<b>CRJU 7822 TOPICS IN LAW ENFORCEMENT</b>	<b>3-0-3</b>
In-depth analysis of selected topics in the enforcement of laws in a system of ordered liberty.	
<b>CRJU 7840 INSTITUTIONAL INCARCERATION/TREATMENT</b>	<b>3-0-3</b>
Theory, purposes, and practices of correctional institutions. Gangs, AIDS, and other problems in control and treatment.	
<b>CRJU 7841 COMMUNITY TREATMENT/SERVICES</b>	<b>3-0-3</b>
Probation and other community alternatives to incarceration, their feasibility, and other effectiveness.	
<b>CRJU 7842 SEMINAR IN ADVANCED CORRECTIONS ADMINISTRATION</b>	<b>3-0-3</b>
Functions and unique context of correctional administration. Emphasized correctional officer professionalization and the moral dimensions of administration.	
<b>CRJU 7843 TOPICS IN CORRECTIONS</b>	<b>3-0-3</b>
In-depth analysis of selected topics in corrections within a larger system of ordered liberty.	
<b>CRJU 7850 CRIMINAL PROCESS</b>	<b>3-0-3</b>
Intensive examination of criminal adjudication from initial appearance through post-conviction remedies, as posited in the context of criminal justice policy.	
<b>CRJU 7851 SEMINAR IN LAW/ SOCIAL CONTROL</b>	<b>3-0-3</b>
Jurisprudential paradigms, societal norms and sanctions, and prescriptive moral frameworks.	
<b>CRJU 7852 ADVANCED CRIMINAL LAW</b>	<b>3-0-3</b>
Developing doctrines and concepts in criminal law.	
<b>CRJU 7853 TOPICS IN LAW &amp; COURTS</b>	<b>3-0-3</b>
In-depth analysis of selected topics in the role and operation of law and courts in a system of ordered liberty.	
<b>CRJU 7862 SPECIAL TOPICS IN CYBER CRIME AND CRIMINAL INVESTIGATIONS</b>	<b>3-0-3</b>
Examines contemporary issues in cyber security policy and use of investigational technology. Topics change depending on national and international issues in cyber crime.	
<b>CRJU 7864 LEGAL ASPECTS OF CYBER CRIME</b>	<b>3-0-3</b>
Examination of the laws related to computers, cell phones, other electronic devices, and the internet. Evaluate computer misuse crimes, traditional crimes committed using computers, punishment and sentencing issues, Fourth Amendment issues, jurisdiction at the state and federal levels, international computer crime, and national security.	
<b>CRJU 7865 FIRST RESPONDER TOOLS AND APPLICATION</b>	<b>3-0-3</b>
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.	
<b>CRJU 7880 PRACTICUM</b>	<b>V-V-(1-3)</b>
Planned program of research observation, study and work in selected criminal justice agencies. Graded on an S or U basis.	
<b>CRJU 7881 PRACTICUM II</b>	<b>V-V-(1-3)</b>
Prerequisite or co-requisite: CRJU 8880	
Planned program of research observation, study, and work in selected criminal justice agencies. Graded on an S or U basis.	

**CRJU 7890 THESIS****V-V-(1-6)**

Prerequisite: CRJU 8813

Planned research and writing directed by the student's thesis committee. Graded on an S or U basis.

**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 8830 SEMINAR IN JUVENILE JUSTICE ADMINISTRATION****3-0-3**

Prerequisite: CRJU 5300G 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 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.

**CSCI - 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. Introduction to multi-threaded and parallel computing concepts. Optimization techniques for practical parallel algorithms. 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 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, transaction systems, currency control, recovery, security, and e-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**

Developing advanced applications using diverse machine learning and computational intelligence algorithms for pattern recognition, classification and decision-making, including decision trees, neural networks, Bayesian learning, clustering, and kernel-based techniques. Multiple projects and a term 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 5990G SPECIAL TOPICS IN COMPUTER SCIENCE****V-V-(1-4)**

Prerequisites: announced with the topic  
Selected new topics in computer science.

**CSCI 6001 FOUNDATIONS OF COMPUTING****3-0-3**

Prerequisite: Permission of department head.

The course is intended to give prospective master's students a solid foundation in computer programming and computational thinking that are requisite for success in subsequent courses in the master's program. Topics include fundamental concepts of discrete mathematics, data structures, algorithms, and programming.

**CSCI 6040 SYSTEM LIFE CYCLE APPLICATIONS****3-0-3**

Pre-requisite(s): MHA/NURS 6010

An overall coverage of a healthcare information system's life cycle and detailed study of concepts, methodologies, and tools currently used in analysis, design, and implementation of such a system. Practical understanding of system development is enforced through team projects in reference to a fictitious healthcare environment.

- 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 6371 ADVANCED HUMAN COMPUTER INTERACTION** **3-0-3**  
 Prerequisite: Permission of department head  
 Paradigms in modern user interface design and related human factors. Topics include: user-system compatibility analysis, techniques for user interface design, methods for interface analysis, multimodal interaction and interaction analysis.
- 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 7010 DECISION SUPPORT SYSTEMS** **3-0-3**  
 Prerequisite: CSCI 6001  
 Methods to model, represent, validate, integrate and enact decision support algorithms, which is aimed at the medical knowledge as conceived by humans, either in the form of expert knowledge of clinicians, or in textual form such as scientific articles or clinical guidelines.
- 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 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 6001  
 The foundations for establishing collaborative systems that enables geographically distributed centers to share (a) the expertise in emergency cases (b) their research findings, and/or (c) the solutions to components of a partitioned health problem.
- CSCI 7710 ADVANCED COMPUTER SECURITY** **3-0-3**  
 Prerequisite: CSCI 5700 or CSCI 5410  
 Theory and practice of computer security. Topics include cryptography, cryptanalysis, digital certificates, coding theory, computer forensics, and system security.
- CSCI 7800 COMPUTATIONAL INTELLIGENCE** **3-0-3**  
 Prerequisite: CSCI 6001  
 Advanced algorithms including Bayesian learning, neural networks, fuzzy logic, genetic algorithms, support vector machines, clustering techniques and hybrid algorithms.
- CSCI 7835 IMAGE PROCESSING** **3-0-3**  
 Prerequisite: CSCI 5410 or equivalent  
 In depth study of digital image fundamentals and digital image processing including, image enhancement techniques in both spatial and frequency domains; image restoration, compression, and segmentation; representation, description, and object recognition; color and morphological image processing.
- 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.

**CSDS - Communication Sciences and Disorders****CSDS 7140 DIAGNOSIS AND APPRAISAL OF COMMUNICATION DISORDERS****3-0-3**

Prerequisite: completion of 25 observation hours

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**

Prerequisite: Admission to the program

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**

Prerequisite: Admission to the program

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 7143 LANGUAGE DISORDERS IN SCHOOL-AGE CHILDREN****3-0-3**

Prerequisite: CSDS 7145 or Admission to the program

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 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**

Prerequisite: Admission to the program

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 7147 LANGUAGE AND LITERACY****3-0-3**

Prerequisites: CSDS 7143

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 7144

Emphasis is on oral-motor issues affecting feeding, dysphasia, apraxia and the dysarthrias.

**CSDS 7149 AURAL REHABILITATION****3-0-3**

Prerequisite: Admission to the program

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 SWALLOWING DISORDERS** 3-0-3  
 Prerequisite: CSDS 7144  
 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 7151 APHASIA AND RELATED NEUROGENIC DISORDERS** 3-0-3  
 Prerequisite: CSDS 7144  
 Case studies emphasizing the etiology, assessment, and treatment of language impairments in adults. Field experience may be required.
- CSDS 7153 INTRODUCTION TO CLINICAL PRACTICUM IN COMMUNICATION DISORDERS** 1-V-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 ADVANCED PRACTICUM IN COMMUNICATION DISORDERS I** 1-V-3  
 Prerequisite: CSDS 7145, CSDS 7143, CSDS 7153, CSDS 7157, CSDS 7147 and admission to the program  
 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 ADVANCED PRACTICUM IN COMMUNICATION DISORDERS II** 1-V-3  
 Prerequisites: CSDS 7150, CSDS 7151, CSDS 7153, and admission to the program  
 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  
 Prerequisite: Admission to the program  
 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  
 Prerequisites: Admission to the program  
 Case studies emphasizing the etiology, assessment, and treatment of articulatory and phonological disorders across the life-span. Field experience may be required.
- CSDS 7158 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 7159 CLINICAL PRACTICUM IN COMMUNICATION DISORDERS** 1-V-3  
 Prerequisite: CSDS 7153  
 Second semester of supervised clinical practice. The clinical experience is designed to provide skill development in diagnostic and therapeutic approaches beyond the introductory level for communication impairments in children, adolescents and/or adults.
- CSDS 7162 CLINICAL PRACTICUM IN COMMUNICATION DISORDERS- INTERMEDIATE** 1-V-3  
 Prerequisite: CSDS 7159  
 Third semester of supervised clinical practice. The clinical experience is designed to provide skill development in diagnostic and therapeutic approaches beyond the introductory level for communication impairments in children, adolescents and/or adults. Emphasis is placed on the development of interpersonal skills, professionalism and clinical independence.
- CSDS 7165 INDEPENDENT STUDY** V-V-(1-3)  
 Prerequisites: permission of instructor or department  
 Independent study in an area of interest or need in communication sciences and disorders.
- CSDS 7230 SPECIAL TOPICS IN SPEECH/ LANGUAGE PATHOLOGY** 3-0-3  
 Prerequisite: Permission of instructor/department  
 The study of a topic relevant to speech/language pathology.



**CURI - Curriculum and Instruction****CURI 7123 ADVANCED INSTRUCTION FOR DIVERSE LEARNERS 3-0-3**

Explores the role of student diversity in curriculum and instructional development. Emphasizes examination of educational issues surrounding student diversity from historical and contemporary perspectives and examines the use of educational data to determine the instructional needs of students.

**CURI 7124 PROGRAM EVALUATION FOR CURRICULUM IMPROVEMENT 3-0-3**

Prerequisites: FOUN 7035, FOUN 7040

Focus on developing and applying skills in program evaluation, alignment of curriculum with pedagogical content, state and national standards, and utilizing data and research for the improvement of P-12 educational programs.

**CURI 7125 LITERACY FOR CONTENT AREA INSTRUCTION 3-0-3**

Examination of the current theory, research and practice involving literacy for developing and deepening content instruction in P-12 educational settings. Emphasizes literacy skills and the impact of curriculum and instruction on those skills in content areas.

**CURI 7126 CHANGE PROCESSES FOR CURRICULUM DEVELOPMENT 3-V-3**

Prerequisites: CURI 7124

Focuses on processes for development and implementation of innovations and effective practices in curriculum, pedagogy, and assessment. Emphasis on knowledge base and skills to support collaboration and professionalism leading to improvement in curriculum and student learning at all levels of the P-12 system. Candidates are expected to engage in experiences working directly with instructional coaches, curriculum specialists, or other instructional leaders during this course. A field experience is required.

**CURI 7200 SEMINAR IN APPLIED RESEARCH IN CURRICULUM AND INSTRUCTION 1-V-4**

Prerequisites: CURI 7126 and Permission of Instructor

Capstone course for the Master of Education in Curriculum and Instruction. Candidates will conduct research, analyze data, and apply best practice to the developments and implementation of improvements in curriculum and instruction in a content area. Candidates will be required to submit their capstone projects for publication or presentation.

**ECEG - Early Childhood Education (MED)****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 EARLY CHILDHOOD SCIENCE 3-V-3**

This course is designed to reinforce basic knowledge as well as enhance current teaching strategies. A field experience is required.

**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 EARLY CHILDHOOD SOCIAL STUDIES 3-V-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 early childhood curriculum. A field experience is required.

**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 AND WRITING 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 writing, to focus on the development of literacy for the classroom.

- ECEG 7070 TEACHING COMMUNICATION ACROSS CULTURES** **3-0-3**  
This course is designed to address the power of language as it relates to communication between educators and students, including Youth At-Risk and students in poverty.
- 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 METHODS OF INSTRUCTIONAL DIFFERENTIATION IN EARLY CHILDHOOD EDUCATION** **3-V-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. A field experience is required.
- 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 7190 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES** **3-0-3**  
A study of the diagnosis and remediation of reading difficulties of K-12 students. Provides practical experience in the use of diagnostic techniques and remedial procedures.
- ECEG 7310 FIELD-BASED RESEARCH IN WRITING** **V-V-(1-6)**  
Students will identify a particular classroom issue and conduct a semester long classroom-based research project.
- 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.
- ECMT - Early Childhood Education (MAT)**
- ECMT 6000 TEACHING READING DIAGNOSIS AND REMEDIATION** **3-V-3**  
Prerequisites: 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, and use of diagnostic techniques in the classroom. A field experience is required.
- ECMT 6010 DEVELOPMENTAL CHARACTERISTICS OF YOUNG CHILDREN** **3-V-3**  
Prerequisites: 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 sociopolitical context. A field experience is required.
- ECMT 6020 LANGUAGE ARTS/CREATIVE ACTIVITIES** **3-0-3**  
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-V-3**  
Prerequisites: EDUC 6000, EDUC 6100  
A study of methods and materials used in teaching social studies and science skills and content at the elementary level. A field experience is required.
- ECMT 6040 TEACHING MATHEMATICS IN ELEMENTARY SCHOOL** **3-V-3**  
Prerequisites: EDUC 6000, EDUC 6100  
An overview of content and methods for teaching elementary mathematics. Topics include algorithms, number systems, geometry, mathematical reasoning and representation. Emphasis will be one on problem solving, communication and the use of technology when delivering instruction. A field experience is required.
- ECMT 6090 CLASSROOM MANAGEMENT** **3-0-3**  
Prerequisites: EDUC 6000, EDUC 6100  
Designed to explore the interaction of the characteristics of P-5 learners and pedagogy. Emphasis will be placed on classroom management and discipline.

**ECMT 6750 GRADUATE INTERNSHIP****0-V-4**

Prerequisites: Completion of all M.A.T. Program of Study courses.

Supervised field-based teaching experiences providing the opportunity to use knowledge and skills in a P-5 public school setting.

**ECON - Economics****ECON 5030G SPECIAL TOPICS IN ECONOMICS****3-0-3**

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 5150G SURVEY OF ECONOMICS FOR EDUCATORS****3-0-3**

Prerequisite: Admission to Candidacy in the College of Education or holds current teaching certification

Survey of macroeconomic, microeconomic, and personal finance topics relevant to the Georgia Performance Standards for teaching economics in grades K-12. Course examples will be drawn from classroom resources available to educators. Students will be expected to develop a portfolio of grade-level appropriate examples for future classroom use.

**EDUC - Education****EDUC 5455G STUDY ABROAD IN TEACHER EDUCATION****3-V-3**

Prerequisite: Admission to candidacy in the College of Education and permission of the instructor

This course will prepare teacher candidates for travel and study abroad by engaging them in the study of the culture, cultural transmission to the young, the education system, and the role of the teacher in the designated country in which the study abroad field experience will occur. Candidates will travel to the country to engage in either supervised research or teaching activities to learn more about the instructional theories, philosophies, and practices that support the educational processes for children and adolescents who are comparable to K-12 students in the United States. A field experience is required.

**EDUC 6000 PROFESSIONAL ORIENTATION TO TEACHING****3-0-3**

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 THEORIES AND APPLICATIONS FOR TEACHERS****2-0-2**

This course combines theoretical, technical, and experiential components using a pragmatic approach for teachers using educational technology in the classroom.

**EDUC 6200 CURRICULUM, INSTRUCTION, AND ASSESSMENT****3-0-3**

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**

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.

**EDUC 6400 COASTAL SAVANNAH WRITING PROJECT****6-0-6**

Prerequisite: Application required.

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.

**EEXE - Exceptional Education****EEXE 6010 TECHNOLOGIES FOR SPECIAL EDUCATION****3-0-3**

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 6025 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 6027 DISABILITIES THAT IMPACT LEARNING AND BEHAVIOR** 3-0-3  
This course offers in-depth study of students with various cognitive, social, and behavioral problems that disrupt learning. Covers etiologies, characteristics, cultural and social impacts of the disabilities and the theories, research, and systems that support assessment, interventions, and support services.
- EEXE 6029 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 6130 ASSESSMENT OF THE EXCEPTIONAL STUDENT** 3-V-3  
Course is designed to introduce formal and informal assessment instruments and methodology used to evaluate academic, behavioral, and social strengths and difficulties exhibited by students in P-12 educational settings. Course provides training in the selection of valid and reliable standardized instruments as well as methods for developing and conducting effective authentic assessments. A field experience is required.
- EEXE 6231 LANGUAGE AND LITERACY SKILLS FOR READING, SPELLING, AND WRITTEN EXPRESSION** 3-V-3  
Prerequisites: EEXE 6010, EEXE 6025, EEXE 6027, EEXE 6130  
Course covers basic language acquisition theories and the role of language in developing skills in reading, spelling, and written expression. Covers research based methods for developing literacy skills for students with language based learning problems. A field experience is required.
- EEXE 6232 METHODS AND STRATEGIES FOR TEACHING MATHEMATICS AND THE CONTENT AREAS** 3-V-3  
Prerequisites: EEXE 6010, EEXE 6025, EEXE 6027, EEXE 6130  
This course 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 in mathematics and the content areas. Includes setting goals and objectives that guide lesson planning and assessment. A field experience is required.
- EEXE 6400 COLLABORATION, INCLUSION, AND TRANSITION STRATEGIES** 3-V-3  
Prerequisites: EEXE 6130, EEXE 6025  
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. A field experience is required.
- EEXE 6406 SOCIAL AND BEHAVIORAL ISSUES OF INDIVIDUALS WITH DISABILITIES** 3-V-3  
Prerequisites: Candidacy in the Department of Special and Adult Education and EEXE 6034, EEXE 6130, EEXE 6790  
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 6750 GRADUATE INTERNSHIP** 0-V-4  
Prerequisites: Satisfactory score(s) on the appropriate GACE II certification test(s), completion of all course work in the program of study, and completion of all College of Education requirements for admission to the graduate level internship. This internship requires a semester long, supervised field experience in a school setting that has been approved and designated by the College of Education. Successful completion of this internship is a requirement for teacher certification in the State of Georgia.
- 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 7020 METHODS AND STRATEGIES FOR TEACHING STUDENTS WITH AUTISM** 3-0-3  
This course will focus on current research and best practices for teaching students with Autism
- 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 7035 ADVANCED METHODS OF INSTRUCTION FOR INDIVIDUALS WITH LEARNING DISABILITIES** 3-V-3  
Prerequisite or co-requisite: EEXE 7030  
This course explores the research and theoretical bases for instructional methods and strategies currently used to educate individuals identified as having learning disabilities. Field experience required.

- 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-V-3  
 Prerequisites: FOUN 7060 and completion of at least 21 semester hours from the program of study. Field experience required.  
 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-V-3  
 Prerequisites: FOUN 7060 and completion of at least 21 semester hours from the program of study. Field experience required.  
 Course offers students specific practice in conducting a research project in the field of special education.
- 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 7310 ADVANCED BEHAVIORAL INTERVENTION PROCEDURES** 3-0-3  
 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 7319 CAREER DEVELOPMENT AND TRANSITION PLANNING** 3-0-3  
 This course will focus on understanding legal and procedural issues in interventions at the systems level of transition, including the following: identification of exemplary transition practices, issues in transition policies, dropout prevention issues, the vocational service system, ecological transition models, inclusive transition models of transition, self-determination and family involvement models, and continuous evaluation and improvement of transition services.
- EEXE 7320 VOCATIONAL ASSESSMENT OF SPECIAL EDUCATION STUDENTS** 3-V-3  
 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. Field-based experience required.
- EEXE 7321 INTERAGENCY PLANNING AND SERVICE FOR TRANSITION TO ADULTHOOD** 3-V-3  
 Prerequisites: EEXE 7319, EEXE 7320  
 Emphasis is placed on theory and practice related to interagency collaboration, systems change efforts in transition services, and state-of-art practices regarding supporting individuals with disabilities in community employment, living, socialization, community participation, and other areas of adult life. Covers specific federal and state mandates concerning transition planning and collaboration with agencies in the community for assisting students as they move through the P-12 educational experience and on to post secondary education and/or training. Field-based experience required.
- EEXE 7322 COMMUNITY BASED INSTRUCTION** 3-V-3  
 Prerequisites: EEXE 7319, EEXE 7320  
 The course explores the use of appropriate community environments, methods for linking community based instruction, and methodology for preparing students with multiple and severe disabilities for adulthood. Emphasis is placed upon theory and practice related to career development, job development, facilitating natural supports on the job, job partnerships, and school and community vocational training models. Field-based experience required.
- EEXE 7507 CHARACTERISTICS OF STUDENTS/YOUNG ADULTS WITH MULTIPLE AND SEVERE DISABILITIES** 3-0-3  
 Characteristics of the types of multiple and severe disabilities encountered among children and youth are reviewed along with currently accepted theories and systems for development and implementation based on a community referenced model.



**EEXE 7508 STRATEGIES FOR TEACHING STUDENTS WITH MULTIPLE AND SEVERE DISABILITIES****3-V-3**

Prerequisite: EEXE 7507

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. A field experience is required.

**EEXE 7510 ASSISTIVE TECHNOLOGY FOR STUDENTS WITH PHYSICAL AND SENSORY****DISABILITIES****3-0-3**

This course provides an overview of a wide range of forms of assistive technology including switches, computer use and adaptations, and communication devices. Provides opportunities for candidates to develop devices for use in meeting the needs of students with physical and sensory disabilities.

**EEXE 7512 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION FOR STUDENTS WITH SEVERE AND MULTIPLE DISABILITIES****3-0-3**

The study of devices and systems used to meet the communication needs of students with multiple and severe disabilities.

**ENGL - English****ENGL 5000G SPECIAL TOPICS****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 TOPICS IN AFRICAN-AMERICAN LITERATURE****3-0-3**

Thematic approach to African American Literature, with emphasis on historical, philosophical, and /or cultural contexts. Topics such as religion, migration, the oral tradition, autobiography, popular culture, rhetoric, civil rights, slavery, sexuality, or literary theory. May be repeated for additional credit when topics change.



- ENGL 5355G BLACK WOMEN WRITERS** 3-0-3  
Prerequisite: Permission of instructor or department head  
Writing by Black women. Topics may include race, class, and gender; history and society; literary and social criticism; political discourse; or Black feminist 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 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 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 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 5590G 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.

<b>ENGL 5620G DRAMA IN THEORY AND PRACTICE</b>	<b>3-0-3</b>
Introduction to distinct traditions of criticism, theory, and practice in dramatic literature and theatrical performance. Significant figures, models, and currents, including the key concepts, philosophical assumptions, historical and ideological contexts.	
<b>ENGL 5630G MODERN AND CONTEMPORARY DRAMA</b>	<b>3-0-3</b>
Exploration of drama in its social, historical, and theoretical contexts from 1880 to the present.	
<b>ENGL 5710G WRITING FOR THE NONPROFIT SECTOR</b>	<b>3-V-3</b>
Techniques for writing for local and national nonprofit organizations. Possible service learning component.	
<b>ENGL 5730G RHETORIC</b>	<b>3-0-3</b>
History of rhetoric from Aristotle to the present, with emphasis on rhetorical analyses of literature and other forms of discourse.	
<b>ENGL 5740G TECHNICAL EDITING</b>	<b>3-0-3</b>
This course presents techniques for editing technical publications including all levels of editing, document management, and collaboration with writers.	
<b>ENGL 5750G PUBLICATION DESIGN</b>	<b>3-0-3</b>
This course presents techniques for preparing documents from development to publication.	
<b>ENGL 5760G LITERARY NONFICTION</b>	<b>3-0-3</b>
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.	
<b>ENGL 5770G ADVANCED CREATIVE WRITING, POETRY</b>	<b>3-0-3</b>
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.	
<b>ENGL 5780G ADVANCED CREATIVE WRITING, FICTION</b>	<b>3-0-3</b>
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.	
<b>ENGL 5800G ADVANCED GRAMMAR</b>	<b>3-0-3</b>
Current approaches to grammar, including generative transformational. Phonology, morphology, syntax.	
<b>ENGL 5815G LITERARY THEORY</b>	<b>3-0-3</b>
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.	
<b>ENGL 5820G HISTORY OF THE ENGLISH LANGUAGE</b>	<b>3-0-3</b>
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.	
<b>ENGL 5840G CONTENT AND METHODS ENGLISH</b>	<b>3-2-3</b>
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.	
<b>ENGL 5990G SENIOR CAPSTONE SEMINAR</b>	<b>3-0-3</b>
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.	
<b>ENGL 6880 TEACHING INTERNSHIP</b>	<b>0-V-4</b>
Prerequisites: 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.	
<b>ENGL 7100 PROFESSIONAL COMMUNICATION STRATEGIES</b>	<b>3-0-3</b>
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.
- ESOL - English to Speakers of Other Languages**
- ESOL 6100 APPLIED LINGUISTICS FOR ESOL TEACHERS** **3-0-3**  
 Course will provide instruction in the theory and application of linguistics necessary for educators who teach English to speakers of other languages.
- ESOL 6110 METHODS AND MATERIALS FOR ESOL TEACHERS** **3-0-3**  
 Course teaches methods and strategies that help educators select appropriate materials when teaching English to speakers of other languages. Course also covers instructional methodology.
- ESOL 6120 CULTURAL ISSUES FOR ESOL TEACHERS** **3-V-3**  
 Course will enable educators to understand and be sensitive to cultural issues that influence teaching English to speakers of other languages. A field experience required.
- ESOL 6130 FIELD EXPERIENCE FOR ESOL TEACHERS** **1-V-6**  
 Course offers educators practice in teaching English to speakers of other languages through a supervised field experience in an educational setting.
- FILM - 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 5025G 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 5030G TELEVISION THEORY AND CRITICISM** 3-0-3  
Critical examination of various aspects of television, such as genres, social implications, historical significance, and modes of production.
- 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  
Relationship between film and literature with special emphasis on the adaptation of literature into film.

### **FOUN - Education Foundations**

- FOUN 6001 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 6002 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 practicum participant.
- FOUN 6745 CLASSROOM BASED RESEARCH** 3-V-3  
Course helps educators learn to apply basic principles of research to classroom instruction to assess its effectiveness with diverse students. Demonstrates applied research principles, data collection, data analysis, summarizing results, and reporting procedures for various constituents. Course project may be included in a program's exit portfolio. A field experience is required.
- FOUN 7001 PROFESSIONAL PRACTICES** 3-0-3  
In-depth study of educational psychology and ethical and legal issues associated with the profession of teaching.
- FOUN 7002 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.
- 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 FOR INSTRUCTIONAL IMPROVEMENT** 3-0-3  
Methods of formal and informal assessment as well as an analysis of assessment findings required to make instructional decisions to improve student learning in P-12 educational settings.
- FOUN 7040 ADVANCED THEORIES OF CURRICULUM AND INSTRUCTION**  
Explores the theoretical frameworks supporting various curricular and instructional models, historical and contemporary issues in curriculum development, and the nature and purpose of curriculum change. Examines theoretical constructs that undergird modern classroom instruction and assessment practices and to use effective paradigms of instruction through examining design and evaluation of curriculum.
- FOUN 7045 EDUCATIONAL PSYCHOLOGY AND LEARNING THEORY** 3-0-3  
Analysis of major learning theories as they apply to curriculum, pedagogical content, student learning and assessment of learning. Emphasis on cognitive, physical, emotional, and social factors that influence learning.
- 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.

## COURSE DESCRIPTIONS

127

### **FOUN 7065 FIELD BASED RESEARCH SEMINAR**

1-V-2

Prerequisites: FOUN 7035, FOUN 7040, FOUN 7060

Course offers degree candidates instruction in applied research and guidance for developing the research projects for the program's culminating experience.

### **FOUN 7070 FIELD BASED RESEARCH**

1-V-4

Prerequisite: FOUN 7065

This is a capstone course designed for conducting an action research project.

### **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.

## **FREN - French**

### **FREN 5030G SPECIAL TOPICS IN FRANCOPHONE LITERATURE**

3-0-3

Analysis of post-colonial, French-language literatures from Asia, Africa, the Caribbean, Canada and Cajun areas, in English translation.

## **GEOG - 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.

## **GEOL - 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.

## **GERO - 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 an S or U basis.

## **GWST - Gender and Women's Studies**

### **GWST 5000G TOPICS IN GENDER AND WOMEN'S STUDIES**

3-0-3

Special topics in Gender and 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 Gender and 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. Cross-listed with SOCI 5600G.
- GWST 5700G 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.
- HIST - 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 5150G TOPICS IN MIDDLE EASTERN HISTORY** 3-0-3  
Detailed analysis of a specific problem, theme, or topic in Middle Eastern 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 5480G TOPICS IN EUROPEAN HISTORY** 3-0-3  
Selected topics in European history. May be repeated as topics vary.
- HIST 5490G TOPICS IN EUROPEAN INTELLECTUAL AND CULTURAL HISTORY** 3-0-3  
Study of the evolution of ideas in European history such as liberty, nationalism, or equality, emphasizing primary sources and varied historical interpretations. 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 5575G TOPICS IN URBAN HISTORY** 3-0-3  
Examines urban and suburban development, considering themes that may include immigration, consumerism, deindustrialization, politics, urban renewal, poverty and crime. May be repeated as topics vary.
- HIST 5580G TOPICS IN ENVIRONMENTAL HISTORY** 3-0-3  
Prerequisite: admission to the graduate program in History  
A historical study of the interactions between people and their environments. Course may focus on local environments, the Southeast, the entire United States, or survey the environmental history of the world.
- 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 5660G 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 5690G TOPICS IN AMERICAN THOUGHT AND 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 methods of material culture analysis and key groups of American artifacts. Topics covered may include furnishings, fashion, cemeteries, industrial design, and consumerism.
- 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 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 5790G 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 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.  
Methods, content, and materials focusing on the teaching of history for adolescent learners. Directed field experience required.
- 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 an S or U basis.
- HIST 7430 COLLOQUIUM IN AMERICAN HISTORY** 3-0-3  
Small, writing-intensive course using readings and discussion of the history and historiography of a given topic or theme in American History. May be repeated as topic/theme varies.
- HIST 7440 COLLOQUIUM IN WORLD HISTORY** 3-0-3  
Small, writing-intensive course using readings and discussion of the history and historiography of a given topic or theme in World History. May be repeated as topic/theme varies.
- HIST 7580 SEMINAR IN AMERICAN HISTORY** 3-0-3  
Course that addresses a particular topic or theme in American History through primary sources and the writing of a critical research essay. May be repeated as topic/theme varies.
- HIST 7585 SEMINAR IN WORLD HISTORY** 3-0-3  
Course that addresses a particular topic or theme in World History through sources and the writing of a critical research essay. May be repeated as topic/theme varies.
- 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** V-V-(1-3)  
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 7990 THESIS** V-V-(1-6)  
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 an S or U basis.

**HIST 7995 PROFESSIONAL INTERNSHIP IN PUBLIC HISTORY****V-V-(1-6)**

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.

**HRDV - Human Resource Development****HRDV 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 organization learning theories.

**HRDV 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.

**HRDV 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.

**ITEC - 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 5002G CYBER SECURITY II****3-0-3**

Prerequisite: ITEC 5001G/CRJU 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.

**LEAD - 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.

**LING - 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 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.

**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.

## **MAED - Mathematics Education**

**MAED 5500G TEACHING MATHEMATICS WITH TECHNOLOGY** 3-0-3  
 Use of graphing calculators and special computer software to teach algebra, geometry, advanced algebra, and pre-calculus.

**MAED 5900G SPECIAL TOPICS IN MATHEMATICS EDUCATION** 3-0-3  
 The study of topics relevant to the secondary mathematics classroom.

**MAED 5940G TEACHING MIDDLE GRADES/ GENERAL MATHEMATICS** 2-3-3  
 Problems of teaching traditional topics, such as fractions, decimals, percentage, measurement, informal geometry, algebraic structures, probability, and statistics. Cooperative learning in an activity-based, problem-solving environment will be emphasized. Incorporation of drill and practice in necessary skills with appropriate games and exercises.

**MAED 6900 SPECIAL TOPICS IN MATHEMATICS EDUCATION** 3-0-3  
 The study of topics relevant to the secondary mathematics classroom.

**MAED 7010 UNDERSTANDING NUMBERS AND OPERATIONS** 3-0-3  
 This course focuses on preparing P-5 mathematics specialist candidates to understand and use the major concepts of numbers and operations in mathematics via the study of manipulatives and technological tools through collaboration, critical thinking, hands-on exploration, problem-based inquiry for various learning styles and multiple intelligences while offering many summative assessment techniques to monitor student progress. This is the first course of four leading to P-5 Mathematics endorsement certificate.

**MAED 7020 UNDERSTANDING ALGEBRA** 3-0-3  
 This course focuses on preparing P-5 mathematics specialist candidates to understand and use the major concepts of algebra via the study of patterns and relationships found in tables, graphs, algebraic symbols, verbal descriptions, manipulatives, and geometric figures through collaboration, critical thinking, hands-on exploration, problem-based inquiry for various learning styles and multiple intelligences while offering many summative assessment techniques to monitor student progress. This is the second course of four leading to P-5 Mathematics endorsement certificates.

**MAED 7030 UNDERSTANDING DATA ANALYSIS AND PROBABILITY** 3-0-3  
 This course focuses on preparing P-5 mathematics specialist candidates to make decisions and predictions via the study of collecting, representing, processing, summarizing, analyzing, and transforming data through technological tools, collaboration, critical thinking, hands-on exploration, problem-based inquiry for various learning styles and multiple intelligences while offering many summative assessment techniques to monitor student progress. This is the third course of four leading to P-5 Mathematics endorsement certificate.

**MAED 7040 UNDERSTANDING GEOMETRY** 3-0-3  
 This course focuses on preparing P-5 mathematics specialist candidates to understand fundamental concepts of geometry via the study of manipulatives and technological tools through collaboration, critical thinking, hands-on exploration, problem-based inquiry for various learning styles and multiple intelligences while offering many summative assessment techniques to monitor student progress. This is the fourth course of four leading to P-5 Mathematics endorsement certificate.

**MAED 7900 SPECIAL TOPICS IN MATHEMATICS EDUCATION** 3-0-3  
 The study of topics relevant to the secondary mathematics classroom.

**MAED 7910 TOPICS IN MATHEMATICS FOR ELEMENTARY TEACHERS** 2-3-3  
 Selected topics related to the content and methodology of teaching mathematics in grades preK-6.

- MAED 7930 TOPICS IN MATHEMATICS FOR MIDDLE SCHOOL TEACHERS** 3-0-3  
Selected topics related to the content and methodology of teaching mathematics in grades 4-8.
- MAED 8600 TEACHING ALGEBRA AND GEOMETRY** 3-0-3  
Major topics in algebra and geometry (such as functions, graphs, inequalities, proofs, constructions) and the problems in teaching them. Students will be expected to show mastery of the content and will make brief classroom presentations.
- MATH - Mathematics**
- MATH 5160G THEORY OF NUMBERS** 3-0-3  
A survey of topics from number theory to include: divisibility and congruence; Diophantine equations; distribution of prime numbers, famous unsolved problems, number-theoretic functions and their applications; theorems of Fermat and Euler.
- MATH 5412G SECONDARY SCHOOL CURRICULUM AND METHODS** 3-0-3  
Prerequisite: Permission of Instructor.  
Materials and methods of teaching secondary school mathematics including field experience.
- MATH 5600G FOUNDATIONS OF MATHEMATICS** 3-0-3  
Fundamental ideas of axiomatic mathematics, including sets, relations, functions, algebraic structures, with emphasis on techniques of writing proofs.
- MATH 5700G HISTORY OF MATHEMATICS** 3-0-3  
The historical development of mathematics from its empirical beginnings to its present state.
- MATH 5900G SPECIAL TOPICS IN MATHEMATICS** V-V-(1-3)  
Selected topics of current interest in upper-level mathematics.
- MATH 5911G TOPICS IN MATHEMATICS FOR EDUCATORS** 3-0-3  
Topics in mathematics designed for pre-service and in-service elementary and middle grades teachers.
- MATH 6900 SPECIAL TOPICS IN MATHEMATICS** 3-0-3  
Selected topics in mathematics.
- MATH 6910 TOPICS IN ANALYSIS** 3-0-3  
Selected topics in an area of real or complex analysis.
- MATH 6920 TOPICS IN GEOMETRY** 3-0-3  
Topics from Euclidean and non-Euclidean geometry.
- MATH 6930 TOPICS IN APPLIED MATHEMATICS** 3-0-3  
Selected topics in an area of mathematics that has broad applications to disciplines outside of mathematics.
- MATH 7210 QUANTITATIVE METHODS FOR DECISION-MAKING** 3-0-3  
Intermediate level linear models concentrating on multiple regression, linear programming techniques, queuing theory, and simulation.
- MATH 7530 PROBLEM SOLVING** 3-0-3  
A study of patterns involved in solving problems. Particular attention is paid to Polya's heuristics and his characterization of the problem-solving process. The application of these techniques by mathematics teachers will be stressed.
- MATH 7900 SPECIAL TOPICS IN MATHEMATICS** 3-0-3  
Selected topics in mathematics.
- MATH 8540 FUNDAMENTALS OF PROBABILITY** 3-0-3  
A study of fundamental ideas of probability with emphasis on topics, examples, and applications for secondary mathematics teachers.
- MATH 8570 TRANSFORMATION GEOMETRY** 3-0-3  
Algebraic operations on the complex numbers and their corresponding geometric interpretations; a characterization of isometries of the complex plane as translations, rotations, reflections and glide reflections; a study of isometries as groups; similarities, some classic theorems.
- MATH 8580 CALCULUS FIRST THREE DIMENSION** 3-0-3  
A survey of the basic notions of differential and integral calculus for functions in dimensions one, two, and three, presented for students with previous courses in calculus with emphasis on concepts, applications, problem solving, and historical development.



**MGED - Middle Grades Education (MED)**

- 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 7003 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 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 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 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 7990 SPEC TOPICS MIDDLE GRADES EDUCATION** 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.

### **MGSE - Middle Grades Education (MAT)**

**MGSE 5300G CONTENT METHODS IN SECONDARY ENGLISH AND LANGUAGE ARTS** 3-V-3  
 Prerequisites: Admission to the College of Education at the Graduate level, EDUC 6200  
 Methods, content, and materials focusing on literature and the communicative arts for adolescent learners. Directed field experience required.

**MGSE 5400G CONTENT METHODS IN SECONDARY HISTORY AND THE SOCIAL STUDIES** 3-V-3  
 Prerequisites: Admission to the College of Education at the Graduate level, EDUC 6200  
 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 into candidacy in the College of Education.  
 Current issues and trends in teaching middle grades geography.

**MGSE 5500G CONTENT METHODS IN SECONDARY SCIENCE** 3-V-3  
 Prerequisites: Admission to the College of Education at the Graduate level, EDUC 6200  
 Methods, content, and materials focusing on the teaching of science for adolescent learners. Directed field experience required.

**MGSE 5600G CONTENT METHODS IN SECONDARY MATHEMATICS** 3-V-3  
 Prerequisites: Admission to the College of Education at the Graduate level, EDUC 6200  
 Topics in the teaching of mathematics for middle level teachers. Focus on how to teach mathematics, developing of problem solving skills, and critical thinking in mathematics. A field experience is required.

**MGSE 6000 MIDDLE LEVEL THEORY AND PRACTICE** 3-0-3  
 Prerequisites: Admission to 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.

**MGSE 6100 UNDERSTANDING THE NATURE AND NEEDS OF THE ADOLESCENT LEARNER** 3-0-3  
 Prerequisites: Admission to the College of Education at the Graduate level.  
 An investigation of the developmental processes from birth through adulthood with an emphasis on adolescents. Course is cross-listed with SCED 6100.

**MGSE 6400 CLASSROOM MANAGEMENT** 3-V-3  
 Prerequisites: Admission to the College of Education at the Graduate level, EDUC 6200  
 Designed to explore the interaction between adolescent learners and teachers at the secondary level with an emphasis placed on classroom management techniques. Directed field experience required. Course is cross-listed with SCED 6400.

**MGSE 6500 INSTRUCTIONAL APPROACHES TO READING AND WRITING ACROSS THE CURRICULUM** 3-0-3  
 Prerequisites: Admission to the College of Education at the Graduate level, SCED 6100  
 Investigation of literature and multimedia offerings appropriate for adolescent readers in all of the content areas. Course is cross-listed with SCED 6500.

**MGSE 6750 GRADUATE INTERNSHIP** 0-V-4  
 Prerequisites: Admission to Candidacy in the Department of Adolescent and Adult Education and completion of all other required program coursework and passing scores on the appropriate GACE II exams.  
 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.

**MHSA - 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 6000 HEALTH CARE FINANCING AND DELIVERY SYSTEMS** **3-0-3**  
An overview of the systems of health care delivery and financing in the United States, including public and private payers and insurers as well as public and private providers of health services.
- MHSA 6010 FOUNDATIONS OF CLINICAL INFORMATICS** **3-0-3**  
An introduction to contemporary information systems and applications utilized as part of the patient care delivery process. Topics include the history of clinical informatics as a discipline, concepts of health care data, knowledge, and information, legal and regulatory environmental issues, and the evolution and use of clinical information systems such as electronic medical records, electronic health records, CPOE (computerized physician/provider order entry), and various E-health applications.
- MHSA 6020 INFORMATION/KNOWLEDGE MANAGEMENT** **3-0-3**  
Pre-requisite(s): MHSA/NURS 6010  
An introduction to the principles of knowledge management and its application to healthcare informatics. The course will address standard knowledge management lifecycle, including acquisition, organization, processing, sharing and operationalization within a healthcare enterprise. Approaches to clinical decision support, diffusion of innovation, data warehouse, and data mining will be explored.
- MHSA 6030 PROJECT MANAGEMENT** **3-0-3**  
Pre-requisite(s): MHSA/NURS 6010  
A survey of methods and techniques used to effectively initiate, plan, control and report on the development and implementation of health information systems projects. The emphasis is on the use of a structured approach to project management to ensure a well-planned project where scope is managed, risks are assessed, and stakeholders' expectations are met vis-à-vis the end product. This course is aligned with the processes described in the Project Management Institute's PMBOK® (Project Management Book of Knowledge) Guide.
- MHSA 6040 SYSTEM ANALYSIS AND DESIGN** **3-0-3**  
Pre-requisite(s): MHSA/NURS 6010  
An overall coverage of a healthcare information system's life cycle and detailed study of concepts, methodologies, and tools currently used in analysis, design, and implementation of such a system. Practical understanding of system development is enforced through team projects in reference to a fictitious healthcare environment.
- MHSA 6100 ORGANIZATION THEORY/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 conflict management, organizational power and politics, and initiation and management of organizational change.
- MHSA 6200 QUANTITATIVE ANALYSIS METHODS FOR HEALTH CARE MANAGEMENT I** **3-0-3**  
An introduction to quantitative analysis methods utilized for problem solving and decision making at the population/macro level. Topics include principles of epidemiologic analysis and statistical applications as they are applied to population health issues.
- MHSA 6300 HEALTH CARE FINANCIAL MANAGEMENT I** **3-0-3**  
An introduction to financial and managerial accounting, health care finance and the current financial environment in which health care organizations function. The course considers and evaluates basic financial, accounting and reimbursement tools and how they are applied in the management decision-making process.

- MHSA 6400 HEALTH CARE ECONOMICS** **3-0-3**  
 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 6600 MHSA PROFESSIONAL SEMINAR I** **V-V-1**  
 A competency-based seminar focused on the professional development of the 1st year MHSA student. Topics will vary based on assessments of competency and/or professional development needs but may include the development/refinement of skills related to resume writing, interviewing, professional presentations, professional ethics, and academic / professional portfolio development.
- MHSA 6625 HEALTH INFORMATION SYSTEMS MANAGEMENT** **3-0-3**  
 A survey 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 6630 SELF DIRECTED STUDENT RESEARCH** **V-V-(1-3)**  
 Prerequisites: Permission of Department  
 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 6650 HUMAN RESOURCES 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 6700 - QUALITY MANAGEMENT METHODS IN HEALTHCARE** **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 6800- LEGAL ENVIRONMENT OF HEALTH CARE** **3-0-3**  
 Comprehensive survey of the legal basis for 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 6850- MANAGERIAL AND BIOMEDICAL ETHICS** **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 6880 STRATEGIC MARKETING FOR HEALTHCARE ORGANIZATIONS** **3-0-3**  
 A comprehensive study on the application of fundamental marketing principles and practices in various health care settings such as hospitals, physician practices, public health organizations, and managed care organizations. The course will also focus heavily on the development of strategic thinking and the integration of marketing strategies across various functional areas. Content will include the tools, concepts, analytical frameworks, and skills necessary to understand and analyze an organization’s competitive environment, create profitable customer relationships, use and apply marketing information to segment and target specific customers and markets, design marketing programs and make marketing decisions to create competitive advantage. To facilitate learning, the course will include lectures, class discussions, case analyses, and a team-based project in which students develop a comprehensive marketing plan for a health care product or service.
- MHSA 7100 LEADERSHIP SEMINAR** **3-0-3**  
 Prerequisite: MHSA 6100  
 Exploration of a variety of leadership theories and principles and examination of historical and contemporary examples of leadership. Focus is on developing a lifelong orientation to enhancing leadership skills and style.
- MHSA 7250 QUANTITATIVE ANALYSIS METHODS FOR HEALTH CARE MANAGEMENT II** **3-0-3**  
 Prerequisites: MHSA 6200  
 An introduction to quantitative analysis methods utilized for problem solving and decision making at the organizational/micro level. Topics include economic analysis and decision making, operations analysis/research methods, and time series analysis/forecasting.

- MHSA 7325 HEALTH CARE FINANCIAL MANAGEMENT II** 3-0-3  
Prerequisite: MHSA 6300  
Description - An advanced and detailed view of how managers apply financial theory and principles, the course builds on principles learned in Health Care Financial Management I and uses a case method approach to allow students to develop competencies in financial management and analysis. Quantitative decision analysis techniques, costing methods, and financial policy analysis skills will be employed in the case method approach.
- MHSA 7400 HEALTH POLITICS AND POLICY** 3-0-3  
Prerequisite: MHSA 6400  
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 7600 MHSA PROFESSIONAL SEMINAR II** V-V-1  
Prerequisite: MHSA 6600  
A competency-based seminar focused on the professional development of the 2nd year MHSA student. Topics will vary based on assessments of competency and/or professional development needs but may include the development/refinement of skills related to job and administrative fellowship search, leadership development, and career planning.
- 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 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 7880 STRATEGIC MANAGEMENT OF HEALTHCARE ORGANIZATIONS** 3-0-3  
Prerequisite: MHSA 6880  
This course addresses the strategic management and marketing functions within contemporary health services organizations. It focuses on the organizational strategic planning processes, including principles and methods of strategic assessment, strategy formulation, evaluation, implementation, and control, as well as the role and function of marketing strategy as part of the strategic implementation process. As the capstone course for the MHSA degree, it is based on the culmination of knowledge and skills obtained throughout the MHSA curriculum and focuses on integrating all of those elements within a comprehensive, coherent strategic management approach.
- MHSA 7900 INTERNSHIP / RESIDENCY IN HEALTH SERVICES ADMINISTRATION** V-V-3  
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 an S or U basis.
- MHSA 7913 HEALTH SERVICES ADMINISTRATION PRACTICUM** V-V-3  
Prerequisite: Permission of Program Coordinator  
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 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 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 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.

**MUSC - 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 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 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 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-V-4**

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.

**NURS - Nursing****NURS 6010 FOUNDATIONS OF CLINICAL INFORMATICS****3-0-3**

An introduction to contemporary information systems and applications utilized as part of the patient care delivery process. Topics include the history of clinical informatics as a discipline, concepts of health care data, knowledge, and information, legal and regulatory environmental issues, and the evolution and use of clinical information systems such as electronic medical records, electronic health records, CPOE (computerized physician/provider order entry), and various E-health applications.

**NURS 6020 INFORMATION/KNOWLEDGE MANAGEMENT****3-0-3**

Pre-requisite(s): MHSA/NURS 6010

An introduction to the principles of knowledge management and its application to healthcare informatics. The course will address standard knowledge management lifecycle, including acquisition, organization, processing, sharing and operationalization within a healthcare enterprise. Approaches to clinical decision support, diffusion of innovation, data warehouse, and data mining will be explored.



- NURS 6030 PROJECT MANAGEMENT** **3-0-3**  
 Pre-requisite(s): MHSA/NURS 6010  
 A survey of methods and techniques used to effectively initiate, plan, control and report on the development and implementation of health information systems projects. The emphasis is on the use of a structured approach to project management to ensure a well-planned project where scope is managed, risks are assessed, and stakeholders' expectations are met vis-à-vis the end product. This course is aligned with the processes described in the Project Management Institute's PMBOK® (Project Management Book of Knowledge) Guide.
- NURS 6040 SYSTEM ANALYSIS AND DESIGN** **3-0-3**  
 Pre-requisite(s): MHSA/NURS 6010  
 An overall coverage of a healthcare information system's life cycle and detailed study of concepts, methodologies, and tools currently used in analysis, design, and implementation of such a system. Practical understanding of system development is enforced through team projects in reference to a fictitious healthcare environment.
- NURS 6640 ADVANCED HEALTH ASSESSMENT** **2-4-3**  
 Prerequisites: NURS 6641  
 Prerequisite or Co-requisite: NURS 6667  
 Advanced health assessment focusing on abnormal conditions through comprehensive assessments of adult-gerontological patients across the lifespan. Communication of findings is refined. Practicum includes precepted clinicals.
- NURS 6641 ADVANCED PATHOPHYSIOLOGY** **3-0-3**  
 Pathophysiologic mechanisms underlying selected health alterations across the adult-gerontological lifespan are examined. Current and emerging biomedical research is integrated and lays the foundation for advanced practice 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 6650 THEORY DEVELOPMENT IN NURSING** **3-0-3**  
 Definitions, purposes, and elements of theory are reviewed as related to advanced nursing practice. Selected theories and conceptual frameworks from nursing and related disciplines are examined for application in practice.
- NURS 6652 RESEARCH DESIGN IN NURSING** **3-0-3**  
 The research process in the context of nursing theory and practice is studied. Quantitative and qualitative methods are reviewed. Students critique nursing research and develop a research proposal.
- NURS 6654 PROFESSIONAL ROLES: ISSUES AND CONCERNS** **3-0-3**  
 Advanced nursing practice roles and issues are explored to build and shape strategies for role changes and implementation.
- NURS 6656 HEALTH POLICY CONCERNS IN DELIVERY SYSTEMS** **3-0-3**  
 The course includes analysis of the political system, economic environment, and trends in nursing as underlying causes of change in healthcare delivery. Political, economic and professional aspects of policy making are also emphasized and examined.
- NURS 6667 ADVANCED PHARMACOTHERAPEUTICS** **3-0-3**  
 Prerequisites: NURS 6641  
 Pharmacotherapeutic principles for the management of adult-gerontological patients in advanced nursing practice will be explored. The legal, professional and evidence-based dimensions of prescribing are addressed.
- NURS 7041 ADULT-GERONTOLOGICAL PRIMARY HEALTH CARE I** **2-12-5**  
 Prerequisites: NURS 6640, NURS 6641, NURS 6667  
 Advanced nursing assessment, diagnosis and management of episodic health deviations occurring in a variety of primary care settings throughout the adult-gerontological lifespan. Health promotion and disease prevention concepts are discussed.
- NURS 7042 ADULT-GERONTOLOGICAL PRIMARY HEALTH CARE II** **4-16-8**  
 Prerequisites: NURS 7041  
 Advanced nursing assessment, diagnosis and management of chronic or terminal illness in a variety of primary care settings throughout the adult-gerontological lifespan. Health promotion and disease prevention strategies are integrated.



- NURS 7044 ADULT-GERONTOLOGICAL PRIMARY HEALTH CARE III** 2-16-6  
Prerequisites: NURS 7042  
Advanced assessment, diagnosis and management of emergent health deviations in a variety of primary care settings throughout the adult-gerontological lifespan. Collaboration to ensure quality care and transition to advanced nursing practice is emphasized.
- NURS 7051 ADULT-GERONTOLOGICAL HEALTH CNS I** 2-5-3  
Prerequisites: NURS 6640, NURS 6641, NURS 6667  
Development of clinical reasoning and scientific inquiry in advanced nursing practice. Clinical experiences focus on comprehensive nursing health assessment and care of adult and geriatric clients and their families.
- NURS 7052 ADULT-GERONTOLOGICAL HEALTH CNS II** 2-10-4  
Prerequisites: NURS 7051  
Utilization of organizational and management theories and concepts to expand the knowledge of advanced nursing practice. Clinical experiences include the implementation of comprehensive nursing health assessment in the care of adult and geriatric clients and their families.
- NURS 7053 ADULT-GERONTOLOGICAL HEALTH CNS III** 1-15-4  
Prerequisites: NURS 7051, NURS 7052  
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 7061 FOUNDATIONS OF NURSING ADMINISTRATION** 3-0-3  
Prerequisites: Permission of instructor/department or prerequisite or co-requisite: NURS 6650, NURS 6652, NURS 6656  
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. Nursing responsibilities with the interprofessional health care team are explored.
- NURS 7062 FINANCIAL MANAGEMENT FOR NURSE ADMINISTRATORS** 3-0-3  
Prerequisites: Permission of instructor/department or prerequisite or co-requisite: NURS 6650, NURS 6652, NURS 6656, NURS 7061  
Finance and economics concepts in changing health care systems and the implications for nursing administration are explored.
- NURS 7064 LEGAL AND ETHICAL NURSING** 3-0-3  
Prerequisites: Permission of instructor/department or prerequisite: NURS 6650, NURS 6652, NURS 6656  
Advanced practice nurses are faced with increasing legal, moral and ethical dilemmas in health care settings. The practical application of the principles of law and ethics to nursing administration in healthcare are examined.
- NURS 7066 MARKETING IN NURSING ADMINISTRATION** 3-0-3  
Prerequisites: NURS 6650, NURS 6652, NURS 6656, AND NURS 7061, NURS 7062, or permission of instructor.  
An overview of the marketing process in health care systems will be discussed. Emphasis is given to the advanced nursing responsibilities in management and marketing.
- NURS 7068 HEALTH INFORMATION SYSTEMS** 3-0-3  
Health care informatics development and utilization are explored in relation to nursing administration, and healthcare systems. The use of informatics and information processes and outcomes are examined.
- NURS 7095 INDEPENDENT STUDY** 0-V-(1-3)  
Prerequisites: Permission of instructor/department  
Student-directed individual study and learning is facilitated in a specific area.
- NURS 7096 SELECTED TOPICS IN NURSING** V-0-(1-3)  
Prerequisites: Permission of instructor/department  
Student/faculty directed study is facilitated in a specific topic area of interest.
- NURS 7841 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER I** 2-12-5  
Prerequisite: NURS 7740, NURS 7741, NURS 7767  
Content includes advanced nursing practice assessment, diagnosis and management of episodic health deviations occurring across the continuum of acute care settings throughout the adult/ geriatric lifespan. Health promotion and disease prevention concepts are integrated.

**NURS 7842 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER II 4-16-8**

Prerequisite: NURS 7841

Focus is on advanced nursing practice assessment, diagnosis and management of exacerbations of chronic or terminal illness across the continuum of acute care settings throughout the adult/ geriatric lifespan. Health promotion and disease prevention strategies are discussed.

**NURS 7844 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER III 2-16-6**

Prerequisite: NURS 7842

Course content covers assessment, diagnosis and management of emergent, critical health deviations that require complex monitoring and high intensity advanced practice nursing interventions for adult and geriatric clients. Collaboration to ensure quality care and transition to other care settings is emphasized.

**NURS 7865 NURSING ADMINISTRATION PRACTICUM 1-6-3**

Prerequisite or Co-requisite: NURS 7061, NURS 7062, NURS 7064, NURS 7068

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 theory to practical experiences in nursing administration. Students critically examine the behaviors, activities, and responsibilities of the nurse leaders in administration.

**NURS 7897 PROJECT V-V-(1-3)**

Prerequisites: 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 an S or U basis.

**NURS 7899 THESIS V-V-(1-6)**

Prerequisites: Permission of instructor/department

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 an S or U basis.

**PADM - 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.

**PCLE - Professional Communication and Leadership****PCLE 7800 PROFESSIONAL COMMUNICATIONS AND LEADERSHIP INTERNSHIP V-V-3**

Prerequisite: Permission of Program Coordinator

Completion of a structured experiential learning program under the auspices of a site-based and program-approved protocol. Graded on an S or U basis.

**PCLE 7700 INDEPENDENT STUDY IN PROFESSIONAL COMMUNICATIONS AND LEADERSHIP V-V-3**

Prerequisite: Permission of Program Coordinator

An in-depth, closely supervised, instructor-approved study in student's area of concentration. Student must have skills in independent research and study.

**PCLE 7900 COMPREHENSIVE PROJECT 3-0-3**

Prerequisite: Completion of 24 hours of graduate course work

Individually designed project or portfolio involving applied research and/or off-campus study in an appropriate setting. Oral presentation of the project is required. The report must be approved to satisfy the requirement for the 2master's degree. Graded on an S or U basis. This option is recommended for those seeking to go on to doctoral work.

**PECI - Physical Education - Curriculum and Instruction****PECI 7000 GLOBAL SPORT HISTORY 3-0-3**

This course studies the development of sport across a number of cultures and explores its impact on societies. This course will assist the physical educator to predict future trends.

**PECI 7100 CULTURAL ASPECTS OF SPORTS 3-0-3**

This course will examine the role sport and physical activity play in society with emphasis on its relationship to cultural diversity and issues, both historical and contemporary. Emphasis is placed on issues that affect the teacher, student/athlete, coach, administrator, and sports fan.

**PECI 7200 MOVEMENT EDUCATION 3-0-3**

A study of fundamental movement concepts and skill themes with an emphasis on promoting desirable self-concepts and realistic self-images in young children.

**PECI 7300 PHYSICAL ACTIVITY IN YOUTH 3-0-3**

An in-depth examination of the personal, social, and environmental determinants of physical activity patterns that explain the rising obesity rates and related health issues in youth.

**PECI 7400 ADAPTIVE PHYSICAL EDUCATION 3-0-3**

This course will assist the physical educator in curriculum and program development that will promote participation and learning outcomes for students with disabilities in general physical education classes and sports with necessary accommodations and modifications. Curriculum and program development, legislative considerations, and various instructional strategies will be presented.

**PECI 7500 INSTRUCTIONAL STRATEGIES AND DESIGN IN HEALTH AND PHYSICAL EDUCATION 3-0-3**

Investigates the specific foundation of teaching methods, content, organization, and evaluation of health and physical education programs in schools. This course will examine interdisciplinary teaching models that can be used as guides for organizing content, collaborating with others, and creating meaningful activities that impact student learning.

**PECI 7600 OPERATION AND MANAGEMENT OF PHYSICAL EDUCATION AND SPORTS PROGRAMS****3-0-3**

Planning, designing, and managing sports events, facilities, and programs

**PHIL - 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.

**PHSC - Physical Science****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.

<b>PHSC 7642 SCIENCE PROCESS SKILLS FOR TEACHERS</b>	<b>V-V-(1-4)</b>
Content is designed to assist participants in the successful design of K-12 research and science projects.	
<b>PHSC 7950 SCIENCE FOR ELEMENTARY TEACHERS</b>	<b>V-V-(1-4)</b>
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.	
<b>PHTH - Physical Therapy</b>	
<b>PHTH 7101 FUNCTIONAL AND STRUCTURAL ASPECTS OF MOVEMENT 1</b>	<b>4-4-5</b>
Prerequisite: Admission to the DPT Program	
Gross anatomy and physiology of the cardiovascular and pulmonary systems and an introduction to musculoskeletal anatomy.	
<b>PHTH 7111 INTRODUCTION TO PATHOPHYSIOLOGY 1</b>	<b>2-0-2</b>
Prerequisite: Admission to the DPT Program	
Basic histopathology, pathophysiology pharmacology, imaging and selected medical and surgical interventions of the cardiovascular and pulmonary systems.	
<b>PHTH 7131 FOUNDATIONS OF PHYSICAL THERAPY EXAMINATION, EVALUATION AND INTERVENTION 1</b>	<b>5-4-6</b>
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.	
<b>PHTH 7161 PHYSICAL THERAPY PRACTICE ISSUES 1</b>	<b>1-0-1</b>
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.	
<b>PHTH 7181 CLINICAL PRACTICUM 1</b>	<b>0-4-1</b>
Prerequisites: Admission to DPT Program	
Preparation for and exposure to healthcare settings related to acute care through didactic, laboratory and half-day, on-site observational experiences.	
<b>PHTH 7202 FUNCTIONAL AND STRUCTURAL ASPECTS OF MOVEMENT 2</b>	<b>4-4-6</b>
Prerequisite: PHTH 7101	
Gross anatomy, physiology kinesiology, and imaging of the musculoskeletal system.	
<b>PHTH 7212 INTRODUCTION TO PATHOPHYSIOLOGY 2</b>	<b>2-0-2</b>
Prerequisite: PHTH 7111	
Histopathology, pathophysiology, pharmacology, imaging and selected surgical interventions of the musculoskeletal system.	
<b>PHTH 7232 FOUNDATIONS OF PHYSICAL THERAPY EXAMINATION, EVALUATION, AND INTERVENTION 2</b>	<b>6-8-8</b>
Prerequisite: PHTH 7131	
Fundamental patient care skills including basic examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for patients with musculoskeletal dysfunction.	
<b>PHTH 7262 PHYSICAL THERAPY PRACTICE ISSUES 2</b>	<b>1-0-1</b>
Prerequisite: PHTH 7161	
Discussions of methods and approaches to physical therapy research, ethics, jurisprudence and related professional topics.	
<b>PHTH 7282 CLINICAL PRACTICUM 2</b>	<b>0-4-1</b>
Prerequisite: PHTH 7181	
Exposure to health care settings through half-day, on-site observational experiences.	
<b>PHTH 7303 FUNCTIONAL AND STRUCTURAL MOVEMENT 3</b>	<b>3-3-4</b>
Prerequisite: PHTH 7202	
The kinesiology of gait and the anatomy, physiology, and imaging of the nervous system.	
<b>PHTH 7313 INTRODUCTION TO PATHOPHYSIOLOGY 3</b>	<b>2-0-2</b>
Prerequisite: PHTH 7212	
The pathophysiology of the neuromuscular and integumentary systems.	

**COURSE DESCRIPTIONS****145**

<b>PHTH 7333 FOUNDATIONS OF EXAMINATION, EVALUATION AND INTERVENTION 3</b>	<b>6-8-8</b>
Prerequisite: PHTH 7232	
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.	
<b>PHTH 7363 PT PRACTICE ISSUES 3</b>	<b>1-0-1</b>
Prerequisite: PHTH 7262	
Discussions of legislative issues in health care, clinical outcomes research, and evidence based practice.	
<b>PHTH 7383 CLINICAL PRACTICUM 3</b>	<b>0-4-1</b>
Prerequisite: PHTH 7282	
A one-week full time clinical exposure to patient care in a physical therapy setting, which may include specialty clinics, long-term care facilities, hospitals, and school systems.	
<b>PHTH 7390 PHYSICAL THERAPY CASE MANAGEMENT</b>	<b>2-2-3</b>
Prerequisite: PHTH 7232	
Simulated clinical experiences with the management of specific cases from referral to discharge.	
<b>PHTH 8400 CRITICAL INQUIRY IN PHYSICAL THERAPY</b>	<b>2-0-2</b>
Prerequisite: PHTH 7363	
Design of research proposals in preparation for Physical Therapy Project 1, 2, 3 and 4.	
<b>PHTH 8481 SUPERVISED CLINICAL EDUCATION 1</b>	<b>0-32-8</b>
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.	
<b>PHTH 8491 CLINICAL EDUCATION SYNTHESIS 1</b>	<b>2-0-2</b>
Prerequisite: PHTH 7333	
Small group discussions integrating didactic and clinical learning experiences using case studies based on clinical experiences in Supervised Clinical Education 1.	
<b>PHTH 8501 CLINICAL MEDICINE 1</b>	<b>3-0-3</b>
Prerequisite: PHTH 8481	
Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders.	
<b>PHTH 8531 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 1</b>	<b>6-4-8</b>
Prerequisite: PHTH 8481	
Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation from a lifespan perspective including orthotics, spinal cord injury and advanced care of patients with stroke and other neurological conditions.	
<b>PHTH 8561 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 1</b>	<b>2-0-2</b>
Prerequisite: PHTH 8481	
Discussion of clinical implications and healthcare issues from a lifespan approach.	
<b>PHTH 8602 CLINICAL MEDICINE 2</b>	<b>3-0-3</b>
Prerequisite: PHTH 8501	
Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders.	
<b>PHTH 8632 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 2</b>	<b>6-4-8</b>
Prerequisite: PHTH 8531	
Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation in selected physical therapy patient care areas including an introduction to sports medicine.	
<b>PHTH 8662 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 2</b>	<b>2-0-2</b>
Prerequisite: PHTH 8561	
Continued discussion of clinical perspectives and healthcare issues from a lifespan perspective.	
<b>PHTH 9703 CLINICAL MEDICINE 3</b>	<b>3-0-3</b>
Prerequisite: PHTH 8602	
Continued study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders.	

- PHTH 9733 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 3** 6-4-6  
 Prerequisite: PHTH 8632  
 Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for the pediatric client.
- PHTH 9763 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 3** 2-0-2  
 Prerequisite: PHTH 8662  
 Continued discussion of clinical perspectives and healthcare issues from a lifespan perspective.
- PHTH 9804 CLINICAL MEDICINE 4** 1-0-1  
 Prerequisite: PHTH 9703  
 Integration of the medical concepts in the examination and treatment of medically complex patients.
- PHTH 9834 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 4** 1-2-2  
 Prerequisite: PHTH 9733  
 Integration of patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for the management of medically complex patients.
- PHTH 9882 SUPERVISED CLINICAL EDUCATION 2** 0-40-10  
 Prerequisite: PHTH 9733  
 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 9900 LEADERSHIP AND MANAGEMENT IN PHYSICAL THERAPY** 3-0-3  
 Prerequisite: PHTH 9882  
 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 9901 PHYSICAL THERAPY PROJECT 1** V-V-1  
 Prerequisite: PHTH 8400  
 Conducting a research project as part of the project advisor's ongoing research activities.
- PHTH 9902 PHYSICAL THERAPY PROJECT 2** V-V-1  
 Prerequisite: PHTH 9901  
 Continuation of a research project as part of the project advisor's ongoing research activities.
- PHTH 9903 PHYSICAL THERAPY PROJECT 3** V-V-1  
 Prerequisite: PHTH 9902  
 Continuation of a research project as part of the project advisor's ongoing research activities.
- PHTH 9904 PHYSICAL THERAPY PROJECT 4** V-V-1  
 Prerequisite: PHTH 9903  
 Completion of a research project as part of the project advisor's ongoing research activities.
- PHTH 9983 SUPERVISED CLINICAL EDUCATION 3** 0-40-10  
 Prerequisite: PHTH 9882  
 Eleven-week full-time clinical field experience with demonstration of the ability to independently evaluate and treat complex patients as would be appropriate for a new graduate working at the facility.
- PHTH 9992 CLINICAL EDUCATION SYNTHESIS 2** 3-0-3  
 Prerequisite: PHTH 9882  
 Research, writing, presentation and discussion of case studies based on clinical experiences in Supervised Clinical Education 2 and 3.

## **POLS - 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 5250G INTERNATIONAL ORGANIZATIONS** 3-0-3  
 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 5270G 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 5291G 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 5300G MARXISM, SOCIALISM, AND DEMOCRACY** 3-0-3  
 Readings in Marxist and other socialist texts as well as critiques of socialism. Examination of communist regimes, revolutions, and social democratic governments. Evaluation of significance for contemporary democratic theory and practice.
- 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 POLITICS** 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 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 5700G 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. Cross-listed with GWST 5700G
- 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.
- PSYC - Psychology**
- PSYC 5010G, -20G SPECIAL TOPICS IN PSYCHOLOGY** 3-0-3  
 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 CHANGE** 3-0-3  
 Prerequisite: Acceptance to the Graduate School or baccalaureate degree in psychology.  
 Basic principles of behavior analysis, the definition and characteristics of applied behavior analysis, and behavior change procedures, including positive and negative reinforcement, schedules of reinforcement, punishment, imitation, shaping and chaining, extinction, differential reinforcement, and antecedent interventions.

- PSYC 5061G ADVANCED BEHAVIORAL ASSESSMENT** 3-0-3  
Prerequisite: PSYC 5060U or 5060G; and acceptance to the Graduate School or baccalaureate degree in psychology. Measurement of behavior, displaying and interpreting behavioral data, experimental evaluation of interventions, selecting intervention outcomes and strategies, behavioral assessment, and ethical considerations. Includes selecting and defining target behaviors, examination of single-subject experimental designs, planning and evaluating behavior analysis research, functional behavior assessment, and practicum experience.
- PSYC 5062G ADVANCED BEHAVIOR CHANGE TECHNIQUES** 3-0-3  
Prerequisite: PSYC 5061U or PSYC 5061G; and acceptance to the Graduate School or baccalaureate degree in psychology. Seminar course in which students design, implement, and evaluate behavior change programs to practice selection of intervention outcomes and strategies, behavioral measurement and assessment, use behavior change procedures and systems support. Includes a comprehensive survey of recent literature on applied behavior analysis in clinical, educational, vocational, and social settings and examination of ethical issues surrounding behavior change programs.
- PSYC 5100G WOMEN AND MENTAL HEALTH** 3-0-3  
Prerequisite: Graduate Standing  
A review of current research and theory related to women's mental health, including psychological phenomena and disorders prevalent at higher rates among women and a discussion of biopsychosocial factors influencing gender differences in mental health and illness.
- 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 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.
- PSYC 6100 DIRECTED SCHOLARLY ACTIVITIES IN PSYCHOLOGY** V-V- (1-6)  
Prerequisite: Enrolled in a graduate program at Armstrong Atlantic State University and permission of the student's academic advisor, the supervising instructor, and the head of the psychology department  
Scholarly project supervised by a psychology department faculty member qualified in the student's area of interest. Credit will vary depending on the work to be completed. Course may be repeated up to a total of six (6) credit hours.
- PUBH - Public Health**
- PUBH 5550G NUTRITION** 3-0-3  
Basic concepts of nutrition as major components to the enhancement of health.
- 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 5585G EPIDEMIC DISEASE: SOCIAL, HISTORICAL AND ETHICAL PERSPECTIVES** 3-0-3  
Examines the effect of epidemic disease on human societies from the ancient period to the present and future scenarios.
- PUBH 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.
- PUBH 5800G EPIDEMIOLOGY OF CANCER** 3-0-3  
This course will examine the epidemiology of cancer in contemporary populations.
- PUBH 6000 BIostatISTICS** 3-0-3  
Entry, analysis, and application of public health statistics. Descriptive and inferential analysis through multivariate linear models are addressed.

- PUBH 6050 HEALTH COMMUNICATION** 3-0-3  
This course provides a broad introduction to communication theory, media and health literacy, and cultural competence.
- PUBH 6100 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 6125 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 6150 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 6175 RESEARCH METHODS** 3-0-3  
Acquisition of skills necessary to develop research proposals
- PUBH 6200 METHODS OF HEALTH PROMOTION** 3-0-3  
This course surveys current methods for designing educational strategies in health promotion programs. Students will learn to develop culturally sensitive and ability–appropriate materials that recognize the ecological context of health behavior change.
- PUBH 6225 HEALTH PROMOTION IN THE WORKSITE** 3-0-3  
Risk assessment, programs planning, implementation and evaluation of factors which impact health status in various worksites such as schools, corporations, and hospitals. Data extrapolation and model selection emphasize via case structure
- 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 6100  
Introduces the student to specific topics in zöonotic and vector-born disease epidemiology.
- PUBH 7240 NUTRITION & PUBLIC HEALTH** 3-0-3  
Prerequisite: PUBH 5550G  
The relationship of human nutrition to public health
- PUBH 7250 HEALTH/ILLNESS CONTINUUM** 3-0-3  
Survey of fundamental pathophysiologic processes as they impact population-based health and disease.
- PUBH 7260 ADVANCED EPIDEMIOLOGY** 3-0-3  
Prerequisite: PUBH 6100  
A wide array of advanced epidemiological techniques for the study of risk factors and disease relationships.
- PUBH 7270 CRITICAL READINGS IN WOMEN’S HEALTH** 3-0-3  
Advanced seminar that provides for in-depth examination of critical issues in women’s health. Topic areas may include: intersection of race, class, gender, gender and health inequalities; woman’s health in a global context; and violence, gender and the media.
- PUBH 7280 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 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 7500 PUBLIC HEALTH PLANNING AND EVALUATION 3-0-3**

Prerequisites: MHSA 6000, PUBH 6100, PUBH 6150, PUBH 6175

Fundamentals needed to plan and evaluate public health programs including needs assessment, behavioral and educational diagnosis, administration diagnosis, objective writing and process, impact and outcome evaluation methods. This is the capstone course for all MPH students.

**PUBH 7600 SPECIAL TOPICS IN PUBLIC HEALTH V-V-(1-3)**

Prerequisite: Permission of Instructor

A study of selected issues in health.

**PUBH 7675 PUBLIC HEALTH PRACTICUM V-V-(1-3)**

Prerequisite: Permission of Instructor

The application of skills, concepts, and theories in a chosen public health setting.

**PUBH 7700 THESIS V-V-(1-3)**

Prerequisite: Permission of Program Coordinator

The student will identify and develop a research study in an area of interest in health. Graded on and S or U basis.

**RADS - Radiologic Sciences****RADS 6000 FOUNDATIONS OF RADIOLOGIC SCIENCES 3-0-3**

Prerequisite: Formal admission to the certificate program

This course is an overview of Radiologic Science modalities. It will emphasize the inter-professional relationships among the disciplines of Radiologic Sciences.

**RADS 6005 EMERGING TRENDS IN RADIOLOGIC SCIENCES 3-0-3**

Prerequisite: Formal admission to the certificate program

Examines emerging trends in Radiologic Sciences. Topics include current issues related to technological advances, radiation protection and professional practice issues.

**RADS 6010 PRINCIPLES OF ACCREDITATION CONCEPTS 3-0-3**

Prerequisite: Formal admission to the certificate program

An overview of accreditation with emphasis on issues relevant to medical and educational institutions. Topics include institutional and programmatic accreditation pertinent to Radiologic Sciences.

**RADS 6020 FUNDAMENTAL ADMINISTRATION TOPICS IN RADIOLOGIC SCIENCES 3-0-3**

Prerequisite: Formal admission to the certificate program

This course will delve into the administrative requirements for Radiologic and imaging administrators. Content includes management theories, legislative requirements pertaining to the healthcare environment and leadership concepts.

**RADS 6030 PICTURE ARCHIVING AND COMMUNICATION SYSTEMS 3-0-3**

Prerequisite: Formal admission to the certificate program

Topics for this course include a study of the process involved in capturing, archiving, processing and displaying of medical images and related information.

**RADS 6040 GLOBAL HEALTH ISSUES 3-0-3**

Prerequisite: Formal admission to the certificate program

An introduction to global health. Includes the evaluation of case studies illustrating how global health issues are best understood from multiple perspectives. Topics may include global health ethics, global health policies, gender and health and health and human rights.

**RDEN - Reading Endorsement****RDEN 7070 UNDERSTANDING READERS AND THE READING PROCESS 3-0-3**

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 the Reading Endorsement certificate.

**RDEN 7071 LINKING LITERACY ASSESSMENT TO INSTRUCTION 3-0-3**

Prerequisite: RDEN 7070

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 7072 INSTRUCTIONAL STRATEGIES IN THE CONTENT AREAS** **3-0-3**  
 Prerequisite: RDEN 7071  
 Reading strategies applicable to a P-12 content area. The third of three courses that will lead to a Reading Endorsement certificate.
- RDEN 7170 ISSUES IN VOCABULARY, STRUCTURAL ANALYSIS, AND WORD STUDY** **3-0-3**  
 A focus on advanced reading methods to teach and assess the fluent decoding of words, vocabulary development, word study, spelling, and, subsequently, the construction of words and meaning for students K-12.
- RDEN 7172 COMPREHENSION, COGNITION, AND CONTENT AREA READING** **3-0-3**  
 Advanced reading instruction that explores reading as a process of constructing meaning for K-12 classrooms, includes study of approaches, materials and procedures for integrating reading and writing into content area classrooms to improve learning.
- RDEN 7185 TEACHING WRITERS AND WRITING** **3-V-3**  
 Prerequisite: LING 5800U Advanced Grammar or equivalent course  
 Teaches the process of written expression and demonstrates the integration of reading and writing. Field experience required.
- RDEN 7188 COACHING LITERACY SUCCESS** **3-V-3**  
 Prerequisites: RDEN 7172, RDEN 7185  
 Course prepares the individual to work collaboratively with other professionals in a school or agency setting to coach literacy improvement for children, adolescents, or adult clients. Field experience required.
- RDEN 7210 INSTRUCTION FOR STRUGGLING READERS** **3-0-3**  
 Pre-requisites: RDEN 7172  
 An analysis of research relevant to the identification, placement, and instructional strategies effective with students with reading difficulties, learning disabilities, and diverse populations in the area of literacy. Differentiated instructional approaches to meet students' reading and writing needs are reviewed.
- RDEN 7774 K-4 READING INTERNSHIP** **0-V-2**  
 Prerequisite: Successful completion of 30 hours of course work in the program of study.  
 Candidate will be assigned a student from K-5 setting to demonstrate teaching skills in reading.
- RDEN 7775 MIDDLE GRADES READING INTERNSHIP** **0-V-2**  
 Prerequisite: Successful completion of 30 hours of course work in the program of study.  
 Candidate will be assigned a student from middle grades to demonstrate teaching skills in reading.
- RDEN 7776 ADULT READING INTERNSHIP** **0-V-2**  
 Prerequisite: Successful completion of 30 hours of course work in the program of study.  
 Candidate will teach reading skills to an adult learner.
- RDEN 7880 CAPSTONE PROJECT** **1-V-4**  
 Prerequisite: Successful completion of 30 semester hours of course work in the program of study.  
 Requires a field based research project, case study, or curriculum project that is to be presented or published in a public forum.
- SCED - Secondary Education**
- SCED 6100 UNDERSTANDING THE NATURE AND NEEDS OF THE ADOLESCENT LEARNER** **3-0-3**  
 Prerequisites: Admission to the College of Education at the Graduate level.  
 An investigation of the developmental processes from birth through adulthood with an emphasis on adolescents. Course is cross-listed with MGSE 6100.
- SCED 6330 PLANNING INSTRUCTION AND ASSESSMENTS FOR DIVERSE LEARNER** **3-0-3**  
 Pre-requisites: Admission to the College of Education at the Graduate level, EDUC 6200  
 Course prepares candidates to plan instruction supported by assessment techniques that are valid and reliable. Covers procedures for lesson development and planning, with an emphasis on differentiated instruction. Covers basic formal and informal assessment instruments and techniques.
- SCED 6400 CLASSROOM MANAGEMENT** **3-V-3**  
 Prerequisites: Admission to the College of Education at the Graduate level, EDUC 6200  
 Designed to explore the interaction between adolescent learners and teachers at the secondary level with an emphasis placed on classroom management techniques. Directed field experience required. Course is cross-listed with MGSE 6400.



- SCED 6500 INSTRUCTIONAL APPROACHES TO READING AND WRITING ACROSS THE CURRICULUM** 3-0-3  
 Prerequisites: Admission to the College of Education at the Graduate level, SCED 6100  
 Investigation of literature and multimedia offerings appropriate for adolescent readers in all of the content areas. Course is cross-listed with MGSE 6500.
- SCED 6750 INTERNSHIP** 0-V-4  
 Prerequisite(s): Successful completion of all other course work in the program of study, passing scores on the appropriate GACE certification tests, and completion of all other College of Education requirements for entry into graduate internship . This internship requires a semester long supervised placement in a school setting that has been approved and designated by the College of Education. Successful completion of this internship is a requirement for teacher certification in the State of Georgia.
- 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 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 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.

**SMED - Sports Medicine**

- SMED 5015G ASSESSMENT AND EVALUATION OF MUSCULOSKELETAL INJURIES** **3-0-3**  
 Prerequisite/co-requisite: SMED 5005G  
 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** **3-0-3**  
 Prerequisite: Permission of instructor.  
 Examines mechanisms responsible for disease processes and subsequent care of illness associated with the participation in physical activity.
- SMED 5065G MOVEMENT AND POSTURE ASSESSMENT AND EXERCISE** **3-0-3**  
 Prerequisite: SMED 5015G  
 Techniques to identify impaired movement patterns and altered tissue adaptations. Corrective exercise strategies, including inhibitory, stretching and activation techniques and program design will be emphasized.
- SMED 5090G NUTRITIONAL ISSUES IN SPORTS MEDICINE** **3-0-3**  
 Impact of various nutritional regimens on performance and recovery in athletics.
- SMED 5555G PHYSICAL ACTIVITY IN DISEASE PREVENTION/TREATMENT** **3-0-3**  
 Effects of physical activity on health enhancement and maintenance. Bioenergetics, physical assessment methods, equipment, and exercise prescription.
- SMED 5600G HEALTHY WEIGHT MGMT & BODY COMPOSITION** **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 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 6005 RESEARCH METHODS IN SPORTS MEDICINE** **3-0-3**  
 Methods of quantitative scientific inquiry and interpretation of research in sports medicine. In addition to promoting the skills to become critical consumers of research products; this course is designed to assist students in developing their research project required for degree completion.
- SMED 6060 EXERCISE PHYSIOLOGY** **3-0-3**  
 Acute and chronic physiological and biochemical responses of the human body when subjected to exercise.
- SMED 6080 PERFORMANCE EVALUATION AND EXERCISE TESTING** **1-4-3**  
 Prerequisite: SMED 6060  
 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 6605 PHYSICAL ACTIVITY AND AGING ACROSS THE LIFESPAN** **3-0-3**  
 The contribution of human movement to the well-being and quality of life of aging populations. Principles, practices, and programs for seniors related to the concept of wellness. The myths, needs and movement potential of aging persons will be evaluated.
- SMED 7010 INJURY PREVENTION AND RISK MANAGEMENT IN SPORTS MEDICINE** **3-0-3**  
 Prerequisite: Permission of Instructor  
 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.

**COURSE DESCRIPTIONS**

155

- SMED 7050 DRUGS AND ERGOGENIC AIDS IN SPORTS MEDICINE** 3-0-3  
Efficacy and safety of drugs and performance-enhancing supplements in athletics.
- SMED 7070 THEORY AND METHOD OF STRENGTH & CONDITIONING** 3-0-3  
Prerequisites: Permission of Instructor  
The efficacy of methods and models of sports training in activities requiring intensive strength and conditioning programs.
- SMED 7075 PROGRAM DESIGN AND ADVANCED TRAINING TECHNIQUES** 3-0-3  
Prerequisite: SMED 7070  
An advanced course examining principles of program design, current concepts regarding periodized training and the physiological adaptations in response to power, plyometrics, speed and agility training. Practical mastery as well as theoretical understanding will be required.
- SMED 7225 INTERNSHIP IN SPORTS MEDICINE** 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 7400 BIOMECHANICAL ANALYSIS OF HUMAN MOVEMENT AND MUSCULOSKELETAL INJURY** 3-0-3  
Prerequisite: Permission of Instructor  
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 7500 SPECIAL TOPICS IN SPORTS MEDICINE** V-V-(1-3)  
Special assignments, agreed to by an advisor, used to provide a unique experience in an educational setting consistent with the student's professional objectives and program focus.
- SMED 7505 ORGANIZATIONAL LEADERSHIP IN SPORTS MEDICINE** 3-0-3  
Knowledge, skills, and values required to develop, lead, administer, and manage a health care facility and associated venues providing sports medicine services. Case studies will be used throughout the course.
- SMED 7515 CARDIOPULMONARY PATHOPHYSIOLOGY, EXERCISE AND REHABILITATION** 3-0-3  
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 7520 PSYCHOSOCIAL ISSUES IN SPORTS MEDICINE** 3-0-3  
Psychological and sociological factors impacting the various aspects of sports medicine and physical activity.
- 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 7994 THESIS/PROFESSIONAL PROJECT IN SPORTS MEDICINE I** V-V-(1-3)  
Prerequisite: Permission of Instructor  
Planning and conducting an original research project as a group project or an individual thesis, supervised by the student's thesis committee or project advisor.
- SMED 7995 THESIS/PROFESSIONAL PROJECT IN SPORTS MEDICINE II** V-V-(1-3)  
Prerequisite: SMED 7994  
Completing and presenting an original research project as a group project or an individual thesis, supervised by the student's thesis committee or project advisor.
- 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.

**SOCI - Sociology****SOCI 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. Cross-listed with CRJU 5130G and POLS 5130G.

**SOCI 5600G SOCIOLOGY OF GENDER****3-0-3**

Examines the social construction of gender and gender inequality in society. Cross-listed with GWST 5600G.

**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.

**SPAN - Spanish****SPAN 5442G CONTENT AND METHODS SPANISH EDUCATION****3-2-3**

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-4**

Prerequisite: Admission to the 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 grades K-12 setting. For post-baccalaureate teacher certification.

## Graduate Faculty

### Permanent, Full-Time Members of the Teaching Corps holding Graduate Faculty Status.

The number in parentheses after the names represents the initial year of employment at Armstrong Atlantic State University. An asterisk indicates full graduate faculty status.

**\* Adams, Carey (2012)**

Provost and Vice President for Academic Affairs  
 Professor of Communication Studies  
 Ph.D., University of Kansas  
 M.A., Baylor University  
 B.A., William Jewell College

**\* 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

**\* 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

**\* Barrett, Laura (2009)**

Dean of Liberal Arts  
 Professor of English  
 Ph.D., State University of New York, Stony Brook  
 M.A., Columbia University  
 B.A., Long Island University, Brooklyn Campus

**Beckworth, Jill (2011)**

Instructor of Nursing  
 M.S.N., Armstrong Atlantic State University  
 B.B.A., Georgia Southern University  
 A.D.N., Armstrong Atlantic State University

**Belzer, Allison (2009)**

Assistant Professor of History  
 Ph.D., Emory University  
 M.A., Emory University  
 A.B., Vassar College

**Benjamin, Michael (2010)**

Assistant Professor of History  
 Ph.D., Drew University  
 M.Ph., Drew University  
 M.A., Drew University  
 J.D., University of Pittsburgh  
 A.B., Lincoln University

**\* Bennett, Katherine (1997)**

Professor of Criminal Justice  
 Ph.D., Sam Houston State University  
 M.C.J., University of South Carolina  
 B.S., University of South Carolina-Spartanburg

**Benton, Carol W. (2008)**

Assistant Professor of Music Education  
 D.M.A., Shenandoah Conservatory  
 M.M., Virginia Commonwealth University  
 B.M.E., Virginia Commonwealth University

**Blackwell, Jane M. (2011)**

Associate Professor of Nursing  
 D.N.Sc., Rush University  
 M.S.N., University of Illinois at Chicago  
 B.S.N., Purdue University  
 A.D.N., Joliet Junior College

**\* Bleicken, Linda M. (2009)**

President  
 Professor of Management  
 Ph.D., Georgia State University  
 M.S., Georgia State University  
 B.A., Georgia State University

**Blossman, M. Ellen (1995)**

Associate Professor of Spanish  
 Ph.D., Louisiana State University  
 M.A., Louisiana State University  
 B.A., Louisiana State University

**\* Bolton-Gary, Cynthia (2012)**

Assistant Dean of Education  
 Professor of Childhood and Exceptional Student Education  
 Ph.D., University of North Carolina-Chapel Hill  
 M.Ed., University of North Carolina-Charlotte  
 B.S., University of North Carolina-Chapel Hill

**Bosak, Andrew (2012)**

Associate Professor of Health Sciences (Sports Medicine)  
 Ph.D., University of Alabama  
 M.S., Western Kentucky University  
 B.S., Western Kentucky University

**\* Brawner, James (1997)**

Head of Mathematics  
 Professor of Mathematics  
 Ph.D., University of North Carolina-Chapel Hill  
 B.A., Williams College

**Bringman, David A. (2011)**

Assistant Professor of Physical Therapy  
 D.P.T., Simmons College  
 M.S., Armstrong Atlantic State University  
 B.S., Armstrong Atlantic State University

**\* Brooks, Donna R. (1995)**

Assistant Dean of Health Professions  
 Associate Professor of Communication Sciences and Disorders  
 Ph.D., Purdue University  
 M.A., Hampton Institute  
 B.S., Hampton Institute

**Brown, Trisha Muldoon (2009)**

Assistant Professor of Mathematics  
 Ph.D., University of Kentucky  
 M.S., University of Kentucky  
 B.S., Marshall University

**\* 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

**Bryan, Richard A. (2008)**

Assistant Professor of English  
 Ph.D., University of Tennessee  
 M.A., California State University, Fresno  
 B.A., California State University, Fresno

**Buelow, Janet R. (2007)**

Professor of Health Services Administration  
 Ph.D., University of Illinois, Chicago  
 M.P.H., University of Illinois, Chicago  
 M.S.N., Loma Linda University  
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**Lanier, Osmos (1965-1997)**  
Professor of History Emeritus

**Lariscy, Michael (1975-2009)**  
Associate Professor of Health and Physical Education  
Emeritus

**Magnus, Robert E. (1973-1991)**  
Professor of Criminal Justice Emeritus

**Martin, Grace (1980-2002)**  
Professor of Psychology Emerita

**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

**Nordquist, Richard (1980-2008)**  
Professor of English Emeritus

**Palefsky, Elliot (1971-2004)**  
Professor of Psychology Emeritus

**Patterson, Robert (1966-1998)**  
Professor of History Emeritus

**Pingel, Allen L. (1969-1992)**  
Professor of Biology Emeritus

**Powell, Catharine (1991-2007)**  
Associate Professor of Nursing Emerita

**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

**Robinson, Aurelia (1972-1986)**  
Associate Professor of Education Emerita

**Schollaert, Warren (1989-2001)**  
Associate Professor of Education Emeritus

**Schmidt, John C. (1979-2003)**  
Professor of Art Emeritus

**Schultz, Lucinda D. (1986-2011)**  
Professor Emerita of Music

**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

**Stone, Janet D. (1975-2007)**  
Associate Professor of History 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

**Tanenbaum, Barbara G. (1972-2008)**  
Professor of Dental Hygiene Emerita

**Tapp, Lawrence (1959-1994)**  
Professor of Physical Education Emeritus

**Welsh, John (1967-2000)**  
Assistant Professor of English Emeritus

**White, Nancy A. (1994-2010)**  
Professor of History Emerita

**White, Susan S. (1974-2008)**  
Assistant Professor of Special Education Emerita

**White, Virginia (1967-1991)**  
Assistant Professor of English Emerita

**Whiten, Morris (1970-2001)**  
Professor of Physics Emeritus

# University System of Georgia Organization

## Board of Regents

Don L. Waters .....	First
Doreen Stiles Poitevint .....	Second
C. Thomas Hopkins, Jr., MD .....	Third
C. Dean Alford, P.E. ....	Fourth
Larry R. Ellis .....	Fifth
Kessel Stelling, Jr. ....	Sixth
Richard L. Tucker .....	Seventh
Rutledge A. (Rusty) Griffin, Jr. ....	Eighth
Philip A. Wilheit, Sr. (Vice Chair) .....	Ninth
Benjamin "Ben" J. Tarbutton III .....	Tenth
Neil L. Pruitt, Jr. ....	Eleventh
Lori Durden .....	Twelfth
Kenneth R. Bernard, Jr. ....	Thirteenth
Scott Smith .....	Fourteenth
George Hooks .....	At-Large
Donald M. Leebern, Jr. ....	At-Large
William "Dink" H. NeSmith, Jr. (Chair) .....	At-Large
Thomas Rogers Wade .....	At-Large
Larry Walker .....	At-Large

## Administrative Personnel

### Chancellor's Office

Hank M. Huckaby .....	Chancellor
Sabrina Thompson .....	Executive Assistant to the Chancellor

### Internal Audit and Compliance

John Fuchko, III .....	Chief Audit Officer & Associate Vice Chancellor
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### Academic Affairs

Dr. Houston Davis .....	Executive Vice Chancellor & Chief Academic Officer
Dr. Felita Williams .....	Assistant Vice Chancellor for Academic Planning
Dr. Marci M. Middleton .....	Assistant Vice Chancellor for Academic Programs
Mark Lytle .....	Vice Chancellor for Economic Development
Dr. Lynne Weisenbach .....	Vice Chancellor, Educational Access and Success
Dr. Linda Noble .....	Vice Chancellor for Academic Affairs
Dr. Mike Rogers .....	Assistant Vice Chancellor for Faculty Development
Ben Robinson .....	Executive Director
Dr. Curtis A. Carver Jr. ....	Vice Chancellor and Chief Information Officer
Dr. Susan Campbell Lounsbury .....	Assistant Vice Chancellor, Research & Policy Analysis
Dr. Virginia Michelich .....	Assistant Vice Chancellor for Student Achievement
Dr. Joyce A. Jones .....	Vice Chancellor, Student Affairs

### Administrative and Fiscal Affairs

Steve Wrigley .....	Executive Vice Chancellor of Administration
Jim James, MPA, AIA, AUA .....	Vice Chancellor, Facilities
John E. Brown .....	Vice Chancellor, Fiscal Affairs
Christopher M. Davidson, J.D. ....	Director
Dr. Lamar Veatch .....	Assistant Vice Chancellor, Georgia Public Library Service
Marion Fedrick .....	Vice Chancellor for Human Resources
J. Burns Newsome .....	Vice Chancellor, Legal Affairs & Secretary to the Board
Shelley C. Nickel .....	Associate Vice Chancellor, Planning & Implementation

### External Affairs

Tom Daniel .....	Sr. Vice Chancellor, Office of External Affairs
Christina Hobbs .....	Business Development Manager
Amanda D. Seals .....	Executive Director, Government Relations
John Millsaps .....	Associate Vice Chancellor, Media & Publications

# Institutions of the University System of Georgia

## Georgia Public Library Service

1800 Century Place, Suite 150  
Atlanta, GA 30345-4304

## Research Universities

Georgia Institute of Technology  
North Avenue  
Atlanta, GA 30332

Georgia State University  
PO Box 3965  
Atlanta, GA 30303-3083

Georgia Regents University  
1120 Fifteenth Street  
Augusta, GA 30912

University of Georgia  
Athens, GA 30602

## Regional Universities

Georgia Southern University  
PO Box 8055  
Statesboro, GA 30460

Valdosta State University  
1500 North Patterson Street  
Valdosta, GA 31698

## State Universities

Albany State University  
504 College Drive  
Albany, GA 31705-2717

Georgia Southwestern State University  
800 Georgia Southwestern State Univ. Drive  
Americus, GA 31709-4693

Armstrong Atlantic State University  
11935 Abercorn Street  
Savannah, GA 31419-1997

Kennesaw State University  
1000 Chastain Road  
Kennesaw, GA 30144-5591

Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285

Savannah State University  
3219 College Avenue  
Savannah, GA 31404

Columbus State University  
4225 University Avenue  
Columbus, GA 31907-5645

Southern Polytechnic State University  
1100 South Marietta Parkway  
Marietta, GA 30060-2896

Fort Valley State University  
1005 State University Drive  
Fort Valley, GA 31030-4313

University of North Georgia  
82 College Circle  
Dahlonega, GA 30597

Georgia College & State University  
PO Box 23  
Milledgeville, GA 31061

University of West Georgia  
1601 Maple Street  
Carrollton, GA 30118

## State Colleges

Abraham Baldwin Agricultural College  
2802 Moore Highway  
Tifton, GA 31793

Georgia Gwinnett College  
1000 University Center Lane  
Lawrenceville, GA 30043

Atlanta Metropolitan State College  
1630 Metropolitan Parkway, SW  
Atlanta, GA 30310-4498

Georgia Highlands College  
3175 Cedartown Highway, SE  
Rome, GA 30161



Bainbridge State College  
2500 East Shotwell Street  
Bainbridge, GA 39819

College of Coastal Georgia  
One College Drive  
Brunswick, GA 31520

Dalton State College  
650 College Drive  
Dalton, GA 30720

Darton State College  
2400 Gillionville Road  
Albany, GA 31707-3098

East Georgia State College  
131 College Circle  
Swainsboro, GA 30401-2699

Georgia Perimeter College  
3251 Panthersville Road  
Decatur, GA 30034-3897

Gordon State College  
419 College Drive  
Barnesville, GA 30204-1762

Middle Georgia State College  
100 College Station Drive  
Macon, GA 31206

South Georgia State College  
100 West College Park Drive  
Douglas, GA 31533-5098

## Glossary of Terms

**Academic advisement:** A student is assigned a major advisor at the time of admission to Graduate Studies. Advising assists a student in fulfilling academic progress requirements for a degree or certificate.

**Academic Dismissal Due to Low Grades:** Every student admitted to Armstrong with graduate student status must maintain a record of academic success in graduate coursework. A student may earn one C grade or below without being academically dismissed. If a student earns a second C or below the student will be dismissed regardless of overall GPA. After being academically dismissed, the student must wait one semester before reapplying for admission. For the purposes of this policy, the summer session is considered a semester.

If you are academically dismissed after the ...	You may apply for readmission in...	If readmitted you could be back in school as soon as ...
Fall semester	Summer session	Fall semester
Spring semester	Fall semester	Spring semester
Summer session	Spring semester	Summer session

This policy takes effect Fall 2010 semester. Retaking a course and earning a grade above the C level does not change the implementation of this policy. For the purposes of the graduate studies probation and dismissal policy, the following grades are included in the definition of C or below: C, D, F, WF, and U.

**Academic Standing:** A student maintains good academic standing on their academic record when the student achieves a 3.0 or higher cumulative grade point average (GPA). If a student's GPA falls below 3.0, the academic standing shall be noted as on probation.

**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 Armstrong. 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 Graduate Studies are:

- Degree Admission — regular
- Degree Admission — provisional

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. Armstrong 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 appropriate sections 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 Registrar's Office 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 Armstrong faculty or presented via the internet.

**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 Graduate Studies.

**Graduate course work:** Refers to courses beyond the baccalaureate level. At Armstrong, 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 cumulative grade point average (GPA) of 3.0 or higher. 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 Armstrong only.

**GPA (overall):** Is determined by dividing the total honor points earned by the total hours attempted on all graduate course work taken at Armstrong 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 grade point average (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 Graduate Studies at the time of admission. A listing of major advisors may be obtained from 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 Armstrong 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 registration is an option.

**Residency:** Students are considered residents of Georgia if they have lived in Georgia at least one year and meet the Board of Regent's requirements for determining residency. 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.

**Senior privilege:** An undergraduate student with a GPA of 3.0 or higher and within 24 semester hours of graduation may apply for Senior Privilege and enroll in a maximum of 12 hours of graduate coursework at the 5000G and 6000-levels. The maximum of graduate coursework permitted in any one semester is eight hours; the maximum total of all coursework permitted in any semester in which a student is taking graduate coursework is 12 hours. Permission to enroll must be approved by the chairperson of the student's undergraduate major and by the appropriate graduate program director. The graduate program director holds final authority.

**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 Armstrong 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 Armstrong student, if approved, may also enroll at another institution as a transient student.

**University System of Georgia:** The overall system of public higher education in Georgia.

**Withdrawal:** Withdrawing from enrollment in all classes. The date of the withdrawal determines any fee refund or grade penalty.

**Workshop:** A non-credit session. Graduate Studies sponsors a workshop series for professional development.

# Appendix I

## Honor Code and Code of Conduct

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 to 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 the 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 *Students Illustrated*, and on the University website.

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 examinations and assignments that fairly and reasonably measure the student's level of knowledge; and using examinations 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 at which 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.<sup>1</sup>
- 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;
  4. Offering as one's own materials or data from the Internet or similar computer databases.
- 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.

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<sup>1</sup> These definitions are drawn from the publication Code of Academic Conduct, prepared by Gary Pavela (1988)

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 any 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 Code.
  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 member 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 is 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 sufficiently late in the term to preclude resolution of the issue prior to the end of the term, 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.

E. 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.

F. 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

Personal misconduct which brings discredit upon the student or the University are violations of the Code of Conduct and will not be tolerated.

A. Personal misconduct 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., intentionally making physical contact with the intimate parts of the body of another for sexual gratification without the consent of that person).
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. Any act of intimidation or harassment, physical force or violence, or threat of physical force or violence that is directed against any person or group of persons including, but not limited to, acts motivated by ethnicity, race, national origin, religion, gender, sexual orientation, disability, or political beliefs.
  8. 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.
  9. 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.
  10. 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.
  11. Lewd, indecent, obscene conduct or expression.
  12. 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.
  13. 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.
  14. 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 and Contracts:
    - 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 at 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 that 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 21 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.
- D. Repeated Violations: 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.
- E. 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.
- F. Additional Violations: Under this Code of Conduct, sanctions may be imposed for the violation of any University rule subsequently promulgated by the University.
- G. 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 violation must utilize the following steps.)
1. The Vice-President for Student Affairs shall insure 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 that 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 re-opened 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 Court 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 a 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 or 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 Conduct 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 not be adequate defense. Any such 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.

## Appendix II

### Armstrong Atlantic State University Equal Opportunity and Harassment Policy

#### Equal Opportunity

It is the policy of Armstrong Atlantic State University to provide equal opportunity for all students, employees, and applicants for employment, regardless of race, religion, national origin, age, sex, sexual orientation or disability. Therefore, it is the policy of this university that all faculty, staff and students have the opportunity to study, work and participate in any program or activity sponsored by Armstrong Atlantic State University, in an atmosphere and environment free from any form of harassment or retaliation.

#### Definition of Harassment

Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, gender, sexual orientation, national origin, age or disability or that of their relatives, friends or associates, and that:

- Has the purpose or effect of creating an intimidating, hostile or offensive work or study environment; or
- Has the purpose or effect of unreasonably interfering with an individual's work or study performance; or
- Otherwise adversely affects an individual's employment or study opportunities.

Examples of harassing conduct include, but are not limited to the following:

- Epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, religion, gender, sexual orientation, national origin, age or disability;
- Written or graphic material that does not serve an academic purpose that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, gender, sexual orientation, national origin, age or disability and that is placed on walls, bulletin boards or elsewhere on university premises or circulated in the workplace or the classroom.

#### Definition of Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:

- submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a course, program or activity; submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an educational program or activity.

#### Examples of sexual harassment may include, but are not limited to the following:

- Physical assault which may carry criminal penalties as well.
- Direct or implied threats that submission to sexual advances will be a condition of employment, work status, compensation, promotion, grades, or letters of recommendation.
- Sexual advances, physical or implied, or direct propositions of a sexual nature. This activity may include inappropriate/unnecessary touching or rubbing against another, sexually suggestive or degrading jokes or comments, remarks of a sexual nature about one's clothing and/or body, preferential treatment in exchange for sexual activity, and the inappropriate display of sexually explicit pictures, text, printed materials, or objects that do not serve an academic purpose.
- A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliating another.
- Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history that do not serve a medical, employment or academic purpose.

Armstrong Atlantic State University ("the University") is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law and Board of Regents' policy, the University prohibits any member of the faculty, staff, student body, or visitors to campus, whether they be guests,

patrons, independent contractors, or clients, from harassing any other member of the University community. Any form of harassment will be met with appropriate disciplinary action, up to and including dismissal from the University.

### **Definition of Retaliation**

Retaliation is any adverse action taken against an individual(s) for filing an action of discrimination, participating in an investigation, or opposing discriminatory practices. Retaliation is prohibited. Retaliatory action is illegal. Actions taken in retaliation for the filing, in good faith, of complaints of harassment are prohibited regardless of whether the claim of harassment is determined to be valid or unfounded. Reprisal in any form should be reported to a supervisor or university administrator. Retaliatory behavior will not be tolerated and is subject to disciplinary action by the university that can result in sanctions up to and including termination of employment.

Examples of retaliatory actions include, but are not limited to:

- assigning inappropriately low grades.
- giving deflated performance evaluations.
- employment termination.
- punitive scheduling.
- withholding of deserved support for promotion and tenure.
- assigning inadequate and undesirable space.
- undeserved demotion.
- punitive work assignments.

### **Amorous or Sexual Relationships**

Armstrong Atlantic State University's educational mission is promoted by professionalism which is fostered by an atmosphere of mutual trust and respect. Trust and respect are diminished when those in positions of authority abuse that authority or place themselves in a situation of perceived or actual conflict of interest. A conflict of interest is created when an individual evaluates or supervises another individual with whom he or she has an amorous or sexual relationship. Such relationships, even when consensual, may be exploitative, and they imperil the integrity of the work or educational environment. They also may lead to charges of sexual harassment. Thus, the University discourages amorous or sexual relationships between supervisors/subordinates and between faculty/students.

Whenever a conflict of interest situation arises or is foreseen, the employee in a position of authority must resolve any potential conflict of interest by taking necessary steps which may include removing himself or herself from evaluative decisions concerning the other individual. If he or she is unable to personally resolve the conflict of interest, he or she is required to inform the immediate supervisor promptly and seek advice and counsel in dealing with the conflict. The employee, along with the supervisor, is responsible for taking steps to ensure unbiased supervision or evaluation of the employee or student. Failure to resolve potential or actual conflict of interest situations as described in this policy may result in disciplinary action.

Faculty may have a significant role in academic personnel matters affecting their colleagues and students. Faculty who engage in amorous or sexual relationships with other faculty or students may place themselves in a conflict of interest situation. When this occurs, a faculty member must be sensitive to how the relationship may influence academic personnel decisions. Faculty must make every effort to resolve any situation involving a conflict of interest.

### **Student-to-Student Harassment**

Any form of harassment between students, neither of whom is employed by the University, should be treated as a disciplinary matter and should be reported to the Office of Student Affairs.

### **Responsibility of Students and Employees**

All students and employees should report any form of harassment that they experience, observe, hear about, or believe may be occurring. No student or employee should assume that an official of Armstrong Atlantic State University knows about a specific situation.

## Academic Freedom

Academic freedom shall be considered in investigating and reviewing complaints and reports of harassment. However, raising issues of academic freedom will not excuse behavior that constitutes a violation of the law or the University's harassment policy.

## Processing of Harassment Reports and Complaints Definitions

- **Harassment Prevention Officer**

The Harassment Prevention Officer is the individual or individuals designated by the President to be primarily responsible for investigating reports and complaints of harassment in accordance with the procedure. The Harassment Prevention Officer must be designated by name, telephone number, and location. The Harassment Prevention Officer is authorized to designate other individuals to assist with investigating harassment complaints and reports as deemed appropriate.

- **Decision-making Authority**

The Decision-making Authority is the individual designated to review investigative reports, to make findings whether the harassment policy has been violated based upon the investigation, and to determine the appropriate action for the University to take based upon the findings. The Decision-making Authority will be the Vice President and Dean of the Faculty or his /her designee. If the respondent in a harassment complaint or report is the Vice President and Dean of the Faculty, the Decision-making Authority will be the President. If the Respondent in a harassment complaint or report is the President, the Decision-making Authority will be the Chancellor.

## Reports and Complaints

- All reports and complaints of any form of harassment will be promptly investigated and appropriate action will be taken as expeditiously as reasonably possible. Complaints and reports of harassment should be reported as soon as possible after the incident(s) in order to be most effectively investigated. The University will make reasonable efforts to protect the rights of both the complainant and the respondent. The University will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses in a manner consistent with the University's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations required by law.
- The University encourages any person who feels he or she has been harassed to report the incident to the Harassment Prevention Officer. Any student, faculty member, or employee who knows of, receives information about or receives a complaint of harassment should report the information or complaint to the Harassment Prevention Officer. Administrators and supervisors must report incidents of harassment which are reported to them to the Harassment Prevention Officer in a timely manner.

## Investigation and Resolution

- The University's complaint process, outlined herein, is the procedure to be used to end inappropriate behavior, investigate for the purpose of fact finding, and facilitate resolution of complaints involving allegations of harassment. However, as part of the complaint process, the Harassment Prevention Officer may recommend that the complainant and respondent attempt to resolve their differences through mediation. The University reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the complainant pursues the complaint. In such cases, the respondent shall be informed of the status of the investigation at reasonable times up until the University's final disposition of the complaint, ensuring that the respondent is able to respond to the substance of the complaint during meetings convened by the Decision-making Authority to consider discipline based upon the substance of the investigative report.
- These procedures do not replace the right of complainants or respondents to pursue other options or remedies available under the law.

## Informal Process

The following procedures for informal resolution are optional. The Harassment Prevention Officer shall determine whether and/or how to proceed. The goal of informal resolution is to stop inappropriate behavior, investigate, and facilitate resolutions, if possible. If a complainant is able and feels safe, he or she should clearly explain to the alleged offender that the behavior is objectionable and request that it cease. The complainant should do so as soon as possible after the incident occurs.

The complainant may utilize the assistance of the Harassment Prevention Officer. Communication with the alleged offender may be in person, on the telephone, or in writing. If the behavior does not stop, or if the complainant believes some adverse employment or educational consequences may result from the discussion, he or she should go to the next higher level of



supervision to document the complaint. The supervisor should report the complaint to the Harassment Prevention Officer. The Harassment Prevention Officer will work with the supervisor to facilitate a resolution of harassment complaints at the local level when deemed appropriate.

If an allegation of harassment is pursued through the University's informal procedure, the Harassment Prevention Officer must be contacted in order to initiate a complaint. The complaint should be brought as soon as possible after the most recent incident. The Harassment Prevention Officer will:

- determine whether the complaint is one which should be processed through another university dispute resolution procedure, such as mediation, available to the complainant; if appropriate, the Harassment Prevention Officer shall refer the complainant to that procedure(s) as soon as possible;
- inform the individual of the provisions of both the informal and formal discrimination/harassment complaint procedures and provide a copy of the complaint procedure;
- inform the person against whom the complaint is being brought of its existence;
- maintain appropriate documentation;
- disclose appropriate information to others only on a need-to-know basis consistent with state and federal law. An informal complaint may be investigated without identifying the complainant, if in the judgment of the Harassment Prevention Officer, this would increase the likelihood of satisfactory resolution of the complaint. While confidentiality cannot be guaranteed, care will be taken to keep investigation discussions sufficiently broad to protect the complainant's identity when requested.

If the Harassment Prevention Officer finds there is evidence that the complained behavior occurred, he/she may use one or more of the following methods (which may also be part of the formal process) to stop the behavior:

- discussing the matter with the alleged offender, informing him or her of the policy and indicating that any inappropriate behavior must stop;
- suggesting counseling and/or sensitivity training;
- conducting training for the unit, division, or department, calling attention to the consequences of engaging in such behavior;
- requesting a letter of apology to the complainant;
- facilitating meetings between the parties; and separating the parties, etc.
- composing a written letter of agreement confirming that respondent has been informed of the policy, identifying and accepting the Harassment Prevention Officer's resolution of the complaint, and stating that retaliation is prohibited. During the informal process, the Harassment Prevention Officer may keep the supervisor/administrator informed of the status of the complaint and may seek input from the appropriate supervisor/administrator when implementing corrective action.

If the informal procedures do not resolve the complaint within a reasonable period of time to the satisfaction of the Harassment Prevention Officer or the Harassment Prevention Officer feels that additional steps should be taken, he/she should commence the formal procedures unless reasonable delays are deemed appropriate.

## **Formal Process**

If a complaint is not resolved through the informal complaint procedures or if the Harassment Prevention Officer determines that the complaint should be pursued through formal complaint procedures, the formal procedures must be used. The Harassment Prevention Officer or his/her designee will:

- secure a formal complaint in writing. The complaint must include a detailed description of the allegations upon which the charge is based, a list of possible witnesses as deemed appropriate by the Harassment Prevention Officer, and the resolution sought.
- notify the respondent in writing of the nature of the allegations and include a copy of the harassment policy and process. The respondent may provide a written response to the allegations.
- conduct an investigation of the complaint, including appropriate interviews and meetings. The Harassment Prevention Officer may convene a committee to assist in conducting the investigation, as needed. Although attorneys are prohibited from participating in interviews and meetings between the Harassment Prevention Officer and the complainant or other witnesses, they may accompany and provide confidential advice to their client.
- prepare a report to the Decision-making Authority.
- the report may be provided to the complainant and/or respondent as deemed appropriate in keeping with state and federal law. After receiving the report of the Harassment Prevention Officer, the Decision-making Authority may, at his/her discretion, meet with either party; request additional information which may include written arguments from the

complainant/respondent relating to the allegations of the complaint; or take other measures deemed necessary to reach a decision. The Decision-making Authority will report in writing to the parties and the Harassment Prevention Officer, his or her findings as to whether or not the harassment policy has been violated. The Decision-making Authority will take into account the surrounding circumstances; the nature of the behavior; the relationship(s) between the parties; the context in which the alleged incident(s) occurred; and other relevant facts upon which he/she relied in reaching a decision. If the Decision-making Authority makes the judgment that a violation of policy has occurred he or she will determine the nature and scope of sanctions and when/how to implement sanctions.

### **Investigative Data**

During the investigation, the Harassment Prevention Officer will keep confidential to the extent permitted by state and federal law the information gathered during the investigation. The Harassment Prevention Officer shall exercise due care in sharing identifiable information about students, staff or faculty at all times.

### **Summary Action**

The President or designee may impose a summary suspension prior to the resolution of informal or formal proceedings. However, a summary suspension may be imposed only when, in the judgment of the President, the accused individual's presence on campus would constitute a threat to the safety and well-being of members of the campus community. Before implementing the summary suspension, the accused individual shall be given written notice of the intention to impose the summary suspension and shall be given an opportunity to present oral and written arguments against the imposition of the suspension. If the accused individual is summarily suspended, the formal process should be completed within the shortest reasonable time possible, not to exceed ten (10) working days. During the summary suspension, the accused individual may not enter the campus without obtaining prior permission from the Harassment Prevention Officer.

### **University Action**

The University will take the appropriate remedial action based on results of the investigation and will follow up as appropriate to ensure that the remedial action is effective. Complainants are encouraged to report any reoccurrences of conduct which were found to violate the harassment policy.

The Decision-making Authority will notify the complainant and respondent, in writing, of the results of the formal investigation. Written notice to parties relating to discipline, resolutions, and/or final dispositions is deemed to be official correspondence from the University.

### **Right to Appeal**

Pursuant to this policy, the complainant and the respondent shall have the right to appeal the decision of the Decision-making Authority to the President or his or her designee. In exercising the right of appeal to the President as provided by this procedure, a written appeal must be made within ten (10) working days after written notification of the decision which is being appealed. The President or his or her designee may receive additional information if he or she believes such information would aid in the decision. A decision will be made within a reasonable time and the Harassment Prevention Officer, the complainant, and the respondent will be notified of the decision. During the time of the appeal and review, disciplinary action taken as a result of the original complaint, may be implemented and enforced.

### **Education and Training**

The University will provide a full range of education and training programs to promote awareness and prevention of harassment. Education and training programs also should include education about the University's harassment policy as well as training for responsible personnel in conducting investigations, management and implementation of the complaint procedure.

### **Dissemination of Policy and Procedure**

Information regarding this policy will be provided during student orientation, during employee orientation, and to all individuals who volunteer in various positions on campus. Copies of the policy will be readily available in all departments and units of the University. In addition, the policy will be posted on the University's website.

**Record Retention**

During an investigation of a complaint, and, upon the completion of an investigation, the custodian of the file shall be the Harassment Prevention Officer. Future access to any file shall be provided in keeping with the Georgia Open Records Act and the Family Educational Rights and Privacy Act.

# Index

## A

academic dismissal 11  
 academic progress, standards of 38  
     requirements 39  
 academic standing 11  
 accreditation 4  
 administration 165  
 admissions 5  
     62 years and older 8  
     categories 5  
         non-degree seeking 5  
         post-baccalaureate - teacher certification 6  
         provisional 5  
         regular 5  
         transient 6  
 classification 7  
 international students 7  
 readmission 8  
 requirements 5  
     examinations 9  
     immunization 8  
     veterans 8  
     vocational rehabilitation 8  
 Adolescent and Adult Education, Dept. of 45  
     Adult Education and Community Leadership Graduate Certificate 45  
         admission standards 45  
         program of study 45  
         standards of progression and graduation 45  
     Instructional Technology Graduate Certificate 46  
         admission standards 46  
         program of study 46  
         standards of progression and graduation 46  
     Master of Arts in Teaching  
         Middle Grades Education 46  
             admissions standards 47  
             program of study 48  
             standards of progression and graduation 47  
     Master of Education  
         Adult Education and Community Leadership 48  
             admission standards 48  
             program of study 49  
             standards of progression and graduation 49  
         Curriculum and Instruction 50  
             admission standards 50  
             program of study 51  
 advisors, academic 11  
 alcohol and drug education 40  
 appeals  
     grade 13  
     student 17  
 attendance policy 12

and enrollment 12  
 and grades 12  
 student responsibility 12

## B

boarding county agreements 29  
 Board of Regents 169  
 bookstore 40  
 bursar's office 29  
     student account information 33

## C

career services 40  
 certificate programs  
     Adult Education and Community Leadership.  
         *See* Adolescent and Adult Education, Dept. of  
     Adult-Gerontological Acute Care Nurse Practitioner.  
         *See* Nursing, Dept. of  
     Adult-Gerontological Health Clinical Nurse Specialist.  
         *See* Nursing, Dept. of  
     Adult-Gerontological Primary Care Nurse Practitioner.  
         *See* Nursing, Dept. of  
     Clinic Informatics. *See* Interdisciplinary Programs  
     Cyber Affairs and Security. *See* Criminal Justice, Social  
         and Political Science, Dept. of  
     Gender and Women's Studies. *See* Gender and Women's  
         Studies  
     Gerontology. *See* Health Sciences, Dept. of  
     Instructional Technology. *See* Adolescent and Adult  
         Education, Dept. of  
     Nursing Administration. *See* Nursing, Dept. of  
     Professional Communication and Leadership.  
         *See* Interdisciplinary Programs  
     program of study requirements, general 16  
 Childhood and Exceptional Student Education, Dept. of  
     51  
     Master of Arts in Teaching  
         Early Childhood Education 53  
             admission standards 53  
             program of study 54  
             standards of progression and graduation 53  
         Special Education 54  
             admission standards 55  
             program of study 56  
             standards of progression and graduation 55  
     Master of Education  
         Early Childhood Education 56  
             admission standards 56  
             program of study 57  
             standards of progression and graduation 57  
         Reading Specialist 57

- admission standards 58
- program of study 58
- standards of progression and graduation 58
- Special Education 59
  - admission standards 59
  - program of study 59
  - standards of progression and graduation 59
- Reading Endorsement, Post-Baccalaureate Certificate
  - admission standards 51
  - program of study 52
  - standards of progression 52
- Special Education Transition Specialist Endorsement, Post-Baccalaureate Certificate 52
  - admission standards 52
  - program of study 52
  - standards of progression 52
- Code of Conduct 176
- College of Education 44
  - accreditation 44
  - admission to graduate programs 44
  - degrees 44
  - departments
    - Adolescent and Adult Education. *See* Adolescent and Adult Education, Dept. of
    - Childhood and Exceptional Student Education. *See* Childhood and Exceptional Student Education, Dept. of
    - non-degree programs 44
- College of Health Professions 61
  - accreditation 61
  - criminal background checks 61
  - degrees 61
  - departments
    - Communication Sciences and Disorders. *See* Communication Sciences and Disorders, Dept. of
    - Health Sciences. *See* Health Sciences, Dept. of
    - Nursing. *See* Nursing, Dept. of
    - Physical Therapy. *See* Physical Therapy, Dept. of
- College of Liberal Arts 87
  - degrees 87
  - departments
    - Criminal Justice, Social and Political Science. *See* Criminal Justice, Social and Political Science, Dept. of
    - History. *See* History, Dept. of
  - departments and programs 87
  - Criminal Justice, Social and Political Science. *See* Criminal Justice, Social and Political Science, Dept. of
  - Department of History. *See* History, Dept. of
  - Gender and Women's Studies. *See* Gender and Women's Studies
  - Professional Communication and Leadership. *See* Professional Communication and Leadership
- programs
  - Gender and Women's Studies. *See* Gender and Women's Studies
- Women's Studies
  - Liberal and Professional Studies. *See* Liberal and Professional Studies
- College of Science and Technology 100
  - degrees 100
  - departments
    - Information, Computing, and Engineering. *See* Computer Science and Information Technology, Dept. of
  - community 3
  - comprehensive assessment 12, 17
  - Computer Science and Information Technology, Dept. of 100
    - Clinical Informatics, Post-Baccalaureate Certificate. *See* Interdisciplinary Programs
    - Master of Science in Computer and Information Science 102
      - program of study 103
    - Scientific Computing, Post-Baccalaureate Certificate 101
  - computing labs 40
  - counseling center 42
  - course load 12
    - limitations 12
  - courses
    - conference 15
    - directed study 15
    - dropping 13
    - independent study 15
    - lettering system 105
    - numbering system 15, 105
    - reading 15
    - withdrawal 13
  - Criminal Justice, Social and Political Science, Dept. of 87
  - Cyber Crime, Post-Baccalaureate Certificate 89
    - admission standards 89
    - program of study 89
    - standards of progression and graduation 89
  - Master of Science - Criminal Justice 87
    - admission standards 87
    - program of study 88
    - standards of progression and graduation 88

**D**

- degree programs
  - change in objective 12
  - program of study requirements 16
- deposits 29
  - nursing 30
- Diagnostic and Therapeutic Sciences, Dept. of 78
  - Radiologic Sciences, Post-Baccalaureate Certificate 78
- dining services , 40
- directed study 15
- directory information 13
- disability services 41
- dismissal, academic 11
- Doctor of Physical Therapy. *See* Physical Therapy, Dept.

of

## E

Education, College of. *See* College of Education  
Equal Opportunity and Harassment Policy 186

## F

faculty

emeriti 167  
graduate 157

fees 21, 26

application 29  
graduation 29  
late payment 29  
late registration 29  
miscellaneous 29  
off-campus 29  
online 29  
payment  
cash 31  
cellphone 32  
check 31  
credit card 31  
Nelnet 32  
WebCheck 31

teacher education practicum 30

FERPA 17, 34

financial aid 34

academic progress, standards of 38  
deadlines 35  
disbursement 35  
employment 36  
excess checks 32  
fellowship programs 38  
graduate assistantship programs 35  
grant programs 36  
Teacher Education Assistance for College and Higher  
Education (TEACH) 36  
teaching obligation 36

loan programs 37

scholarship programs 38

scholarships

Dr. Wilbur Lundquist Scholarship 38  
Federal Nurse Traineeship Award 38

student account information 33

student payment 32

financial policies 21

financial obligations 33

Liberty Center 33

refund 30

returned check 30

unpaid financial obligations 33

financial responsibility 11

## G

Gender and Women's Studies 90

Gender and Women's Studies, Graduate Certificate 90  
admission standards 90  
program of study 90  
standards of progression and graduation 90

glossary 172

grades 14

appeal 13

graduate assistantship programs 35

graduate student coordinating council 43

graduation

fees 29

requirements 14

## H

Harassment Policy 186

hardship withdrawal 19

categories 20

documentation 19

financial implications 19

process 19

health center 42

Health Professions, College of. *See* College of Health  
Professions

Health Sciences, Dept. of 61

Clinical Informatics, Post-Baccalaureate Certificate.  
*See* Interdisciplinary Programs

Gerontology, Graduate Certificate 61

admission standards 61

program of study 62

standards of progression and completion 61

Master of Health Services Administration 63

admission standards 63

criminal background checks 63

program of study 64

Master of Public Health 65

admission standards 65

criminal background check 65

program of study 66

standards of progression and graduation 66

Master of Science in Sports Medicine 66

admission standards 66

criminal background checks 66

post-certification admission 62

program of study 67

Strength and Conditioning, Graduate Certificate 62

admission standards 62

Programs of Study 62

standards of progression and graduation 62

Hispanic Outreach & Leadership (HOLA) 41

History, Dept. of 91

Master of Arts 91

admission standards 91

programs of study

American and European History 95

American and European History: Seminar Option 93

Public History 94

standards of progression and graduation 92



Honor Code 176  
housing, university 40

**I**

ID cards 41  
immunization requirements 8  
independent study 15  
institutional animal care and use committee 15  
institutional review board 15  
Interdisciplinary Programs  
    Clinical Informatics Post-Baccalaureate Certificate 63, 68, 100  
    admission standards 63, 68, 100  
    program of study 63, 69, 100  
    standards of progression and graduation 63, 69, 100  
international education 41  
international students  
    admission requirements 7

**L**

Liberal Arts, College of. *See* College of Liberal Arts  
Liberty Center  
    financial policies 33  
library 41

**M**

Master of Arts  
    History. *See* History, Dept. of  
    Liberal and Professional Studies. *See* Liberal and Professional Studies  
Master of Arts in Teaching  
    Early Childhood Education. *See* Childhood and Exceptional Student Education, Dept. of  
    Middle Grades Education. *See* Adolescent and Adult Education, Dept. of  
    Special Education. *See* Childhood and Exceptional Student Education, Dept. of  
Master of Education  
    Adult Education and Community Leadership. *See* Adolescent and Adult Education, Dept. of  
    Curriculum and Instruction. *See* Adolescent and Adult Education, Dept. of  
    Early Childhood Education. *See* Childhood and Exceptional Student Education, Dept. of  
    Special Education. *See* Childhood and Exceptional Student Education, Dept. of  
Master of Health Services Administration. *See* Health Sciences, Dept. of  
Master of Public Health. *See* Health Sciences, Dept. of  
Master of Science  
    Communication Sciences and Disorders. *See* Communication Sciences and Disorders, Dept. of;  
    *See* Rehabilitation Sciences, Dept. of  
    Computer Science. *See* Computer Science and Information Technology, Dept. of  
    Criminal Justice. *See* Criminal Justice, Social and

    Political Science, Dept. of  
    Nursing. *See* Nursing, Dept. of  
    Sports Medicine. *See* Health Sciences, Dept. of  
multicultural affairs 42

**N**

Nursing, Dept. of 68  
    admissions standards 69  
    Adult-Gerontological Acute Care Nurse Practitioner, Post-Master's Certificate 75  
    admissions standards 75  
    program of study 76  
    standards of progression 76  
    Adult-Gerontological Health Clinical Nurse Specialist, Post-Master's Certificate 74  
    admissions standards 77  
    program of study 77  
    standards of progression and completion 77  
    Adult-Gerontological Primary Care Nurse Practitioner, Post-Master's Certificate 76  
    admission standards 76  
    program of study 76  
    standards of progression and completion 76  
    Clinical Informatics Post-Baccalaureate Certificate. *See* Interdisciplinary Programs  
    criminal background check 69  
    deposit 30  
    Master of Science 69  
    programs of study  
        Adult-Gerontological Acute Care Nurse Practitioner 72  
        Adult-Gerontological Health Clinical Nurse Specialist 74  
        Adult-Gerontological Nurse Practitioner 72  
        Advanced Practice Nursing 73  
        Nursing Administration 75  
    Nursing Administration, Post-Master's Certificate 78  
    admissions standards 78  
    program of study 78  
    standards of progression 78  
    RN Options Track 71  
    admissions standards 71  
    standards of progression and graduation 71

**O**

online and blended learning 15

**P**

parking 42  
Physical Therapy deposit 30  
Physical Therapy, Doctor of. *See* Rehabilitation Sciences, Dept. of  
practicum requirements 16  
Professional Communication and Leadership 97  
    Master of Arts 98  
    admissions standards 98

- program of study 99
- Professional Communication and Leadership, Post-Baccalaureate Certificate 97
  - admission standards 97
  - program of study 98
  - standards of progression and graduation 97
- program of study, requirements 16
  - for certificate program 16
  - for degree program 16
  - for teacher certification programs 16
- project requirements 16

## R

- readmission 6, 8
- records
  - academic 11
  - account information 33
  - student 17
- refund policy 30
- Rehabilitation Sciences, Dept. of 79
  - Communication Sciences and Disorders, Master of Science 83
    - admission standards 84
    - criminal background check 84
    - program of study 85
    - standards of progression and graduation 85
  - Doctor of Physical Therapy 79
    - admissions standards 80
    - program of study 82
    - standards of progression and graduation 81
- repeating courses 16
- residency
  - bordering county agreements 29
  - reclassification 28
  - requirements 7, 26

## S

- Science and Technology, College of. *See* College of Science and Technology
- second graduate degree 17
- senior privilege 17
- Sixty-two Plus program 8
- student
  - activities 42
  - appeals 17
  - directory information 13
  - organizations 42
  - records 11, 17
  - services 40
- student health center. *See* health center
- student union 40

## T

- teacher certification programs
  - program of study requirements 16
- testing 42

- thesis
  - requirements 16
- time limitation 18
- transfer credit, graduate 14
- tuition 21
  - general 21
  - out-of-state waivers 27

## U

- University System of Georgia 169
  - administrative personnel 169
  - Board of Regents 169
  - institutions 170

## V

- veterans 42
  - admissions 8
- vocational rehabilitation 8

## W

- withdrawal 13
  - from university 18
  - hardship withdrawal 19
  - involuntary 20
- works study programs
  - federal 36
  - institutional 36
- writing center 42

## Where to Write or Call

Specific information may be obtained by calling the numbers listed below, or by writing the offices listed below and adding: Armstrong Atlantic State University, 11935 Abercorn Street, Savannah, GA 31419-1997

Also see our website at [www.armstrong.edu](http://www.armstrong.edu), or call toll free at 1.800.633.2349

### Admissions

912.344.2798  
graduate@armstrong.edu

### Graduate Assistantships

912.344.2798  
jill.bell@armstrong.edu

### Graduation

912.344.3234  
craig.morrison@armstrong.edu

### Communication Sciences & Disorders

912.344.2969  
donna.brooks@armstrong.edu

### Computer Science

912.344.2542  
ray.hashemi@armstrong.edu

### Criminal Justice

912.344.2532  
daniel.skidmore-hess@armstrong.edu

### Education

- Adolescent and Adult Education – 912.344.2562
- Childhood and Exceptional Student Education – 912.344.2564

### Health Services Administration

912.344.3182  
joey.crosby@armstrong.edu

### History

912.344.2763  
chris.hendricks@armstrong.edu

### Liberal and Professional Studies

912.344.3100  
john.kraft@armstrong.edu

### Nursing

912.344.2553  
anita.nivens@armstrong.edu

### Physical Therapy

912.344.2580  
ptdept@armstrong.edu

### Public Health

912.344.3182  
sandy.streater@armstrong.edu

### Sports Medicine

912.344.3182  
bryan.riemann@armstrong.edu

### Gender & Women's Studies

912.344.2937  
jane.rago@armstrong.edu

### Alumni Affairs

912.344.2541

### Athletics

912.344.2813

### Bookstore

912.344.2603

### Career Services

912.344.2563

### Counseling

912.344.2529

### Disability Services

912.344.2744

### Financial Aid

912.344.3266

### General Academic and Faculty Matters

Assistant Vice President for Academic Affairs  
912.344.2589

### Gifts, Grants, and Bequests

University Advancement  
912.344.2541

### Hispanic Outreach and Leadership at Armstrong (HOLA)

912.344.2652

### Housing and Residential Life

912.344.2940

### Lane Library

912-344-3027

### Multicultural Affairs

912.344.2582

### Public Relations

Office of Marketing and Communications  
912.344.2569

### Safety

University Police  
912.344.3333

### Testing Services

Office of Student Affairs  
912.344.2582

### Transcripts

Office of the Registrar  
912.344.2576

### Tuition, Payment of Bills, Refunds

Bursar's Office  
912.344.3243

## Special Notice

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

While the provisions of the catalog will generally be applied as stated, Armstrong Atlantic State University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the offices of the Registrar, the Vice President of Student Affairs, and the academic deans. It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree programs.

Armstrong Atlantic State University is an affirmative action/equal opportunity education institution and does not discriminate on the basis of gender, race, age, religion, disability, sexual orientation or national origin in employment, admissions, or activities.