

Augusta State University  
Catalog 2009-2010



# **Augusta State University**

*Continuing Our Commitment to  
Excellence in Teaching  
Advancement of Knowledge  
Enrichment of Community*

***University System of Georgia***

**General Catalog**

**2009-2010**

This catalog is intended primarily to guide Augusta State University students through their chosen academic programs. Although the university takes pride in a good student advising system, the individual student bears the main responsibility for his or her program, and this catalog should be the basic source of information. Prospective students, parents, and high school counselors should find the information useful as well.

Augusta State University (ASU) is an equal educational opportunity institution in that no person shall, on the grounds of race, color, sex, creed, national origin, or handicap, be excluded from participation in or be otherwise subjected to discrimination by any educational program, activity, or facility. This is in compliance with Title VI of the Civil Rights Act of 1964. ASU is an affirmative action, equal opportunity institution.

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

While the provisions of this catalog will ordinarily be applied as stated, Augusta 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 Office of the Registrar. It is especially important that all students realize their individual responsibility to keep apprised of current requirements for their particular degree programs.

As part of an on going effort to make this a better catalog—accurate, up-to-date, and well organized—all Augusta State University students, faculty, and staff are encouraged to submit editorial suggestions for improvement. Suggestions dealing with inaccuracies, clarity, organization and presentation of information may be submitted at any time to:

**Mr. Jeff Heck**  
**Augusta State University Secretary and Catalog Editor**  
**c/o Office of the VPAA**  
**706-737-1422**  
**jheck@aug.edu**

**Photos courtesy of Public Relations and Publications**

## ***A MESSAGE FROM THE PRESIDENT***

Augusta State University is first and foremost a place of learning, where students learn from and with outstanding professors. It is also a place where students are individuals, not numbers.

This catalog describes our programs, lists our courses, and explains the procedures and policies of the university. I encourage you—as students—to use it for these purposes. I also encourage you to look at the listing of our faculty. Note their names, their fields of study, and the dozens of superb universities from which they earned advanced degrees. They are the key to the success of our students.

If you have any questions about academic programs or services, please consult the directory of administrative offices at the back of this catalog. Our Office of Admissions (706-737-1632 or 800-341-4373) can answer any inquiries about admissions criteria, enrollment procedures, or the transfer of credit from other institutions.



Welcome to Augusta State University!

Sincerely yours,

*William A. Bloodworth, Jr.*

William A. Bloodworth, Jr., Ph.D.  
President

# ACADEMIC CALENDAR

2009-2010\*

	Fall 2009	Spring 2010	Summer 2010
Application Deadline	July 17	Dec 4	April 16
Registration**	Aug 11-14	Jan 4-5	May 18
Classes Begin	Aug 17	Jan 6	May 19
Schedule Adjustment	Aug 17-19	Jan 6-8	May 19
Student Holiday	Sep 7 Nov 26-27 Dec 11-Jan 5	Jan 1 Jan 18 Apr 5-10	July 4
Midterm	Oct 12	Mar 3	June 24
Legislative Exams	Sept 4, Nov 6, Dec 2	Jan 4, Feb 8, Apr 2, Apr 26, May 14	TBA
Regents' Test	Oct 21-30	Mar 10-19	June 23-29
Prereg. Next Term	Nov 16-20	Apr 12-15	Apr 12-16
Next Term Fees Due	Dec 3	Apr 28	April 28
Classes End	Dec 3	Apr 28	July 27
Examinations	Dec 7-10	Apr 30, May 3-5	July 29-30
Grades Due	Dec 13	May 6	Aug 1
Graduation		May 8	

\* The above dates were correct when this catalog went to press in summer 2009. **Always refer to the most current edition of the campus calendar before making planning decisions.**  
[julian.aug.edu](http://julian.aug.edu)

\*\* There will be no registration after these dates. Only add/drop (schedule adjustment) is permitted after registration ends.

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# **INTRODUCTION TO AUGUSTA STATE UNIVERSITY**

## ***A Brief History of Augusta State University***

The principles of equality and opportunity that animated the American Revolution are at the root of Augusta State University's historic mission. In 1783 the state of Georgia was newly free of British rule and undertook a broad effort to extend educational opportunity throughout the state. One of the first steps was to charter the Academy of Richmond County. The Academy offered secondary diplomas and post-secondary instruction which prepared students for their junior year at major American universities. In 1925, post-secondary instruction was assigned to the newly formed Junior College of Augusta, the first public junior college in the state of Georgia. When the site of the Augusta Arsenal, formerly the estate of Freeman Walker, was given to educational purposes, the Junior College moved to its present location. From the century-old oaks and magnolias of the former estate to the thick masonry of the old Augusta Arsenal, the campus remains rich in reminders of bygone eras and its military origins.

The institution changed its name to Augusta College in 1958 when it became a part of the University System of Georgia. Augusta College continued to grow in size and programs: the first four year degrees were awarded in 1967 and graduate degrees in 1973. Now, more than 50 associate, bachelor, masters, and specialist degree programs are offered. On June 12, 1996, the college became Augusta State University.

As a member of the University System of Georgia, Augusta State University is the primary public institution of higher learning in the state's second largest city. While it shares the technological and innovative resources of the University System, it maintains the historical roots that make the learning experience as unique as the campus itself. The university is well known for its dedication to expanding educational opportunities for people of all ages and backgrounds, with a special emphasis on service to Georgians in the Central Savannah River Area. We express this dedication in the first sentence of our mission statement, the central point of reference for all our academic and other programs (The full text of the ASU Mission Statement begins on p. 2):

As a unit of the University System of Georgia, Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a lifelong love of learning.

## ***Accreditations***

Augusta State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4500, extension 553) to award associate's, bachelor's, master's and specialist's degrees. All courses offered at Augusta State University, other than those identified as developmental/remedial, are acceptable as either requirements or electives applicable in at least one of the degree programs at Augusta State University as authorized by the Board of Regents of the University System of Georgia. The James M. Hull College of Business is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB). All teacher education degree programs for elementary, middle, secondary, and P-12 teachers, special education, administrators, counselors, and supervisors, are approved by the Georgia Professional Standards Commission (PSC) and accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, the counselor education program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a corporate affiliate of the American Counseling Association (ACA). The nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the Georgia Board of Nursing. The music programs are accredited by the National Association of Schools of Music (NASM). The art programs are accredited by the National Association of Schools of Art and Design (NASAD). The graduate program in psychology is accredited by the Masters in Psychology Accreditation Council (MPAC). The graduate program in public administration is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

## ***The University System of Georgia***

The University System of Georgia includes all state-operated institutions of higher education in Georgia: four research universities, two regional universities, 13 state universities, four state colleges, and 12 two-year colleges. These 35 public institutions are located throughout the state. The University System's mailing address is 270 Washington Street, S.W. Atlanta, Georgia 30334. An 18-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years. The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The policies of the Board of Regents provide a high degree of autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board. State appropriations for the University System are requested by, made to, and allocated by the Board of Regents. The overall programs and services



of the University System are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

Instruction consists of programs of study leading to certificates and to degrees, ranging from the associate (two-year) level to the doctoral level. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses. The non-degree activities are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services in a broad range of interests. Typical college-degree-credit public service/continuing education courses are those offered through extension center programs.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations cover matters related to the educational objectives of the institutions and to general societal needs. Most of the research is conducted through the universities; however, some of it is conducted through the state colleges.

## ***Augusta State University Mission Statement***

**As a unit of the University System of Georgia, Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a lifelong love of learning.**

This mission is based upon the value of a liberal arts education for students who are diverse in ethnicity, background, age, and preparation. The mission obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.

To accomplish its mission, the university offers undergraduate programs in arts, sciences, and professional fields of study, as well as graduate programs below the doctoral level. It fosters the intellectual growth of students through learning assistance in a university college, honors courses, and student research and cultivates faculty members who are excellent in teaching, active in scholarship, and generous in service.

## ***University Vision***

Augusta State University will be recognized as an outstanding comprehensive university focused on student learning and the educational needs of its community and state.

## ***University Goals***

1. Assisting and encouraging students to become intellectually and ethically informed individuals with defined skills and knowledge, who are capable of leadership and creative endeavors and have an appreciation of the importance of lifelong learning;
2. Maintaining high-quality academic programs in which curricular offerings are continuously updated to meet the needs of a rapidly changing world and a dynamic career marketplace;
3. Improving recruitment, retention, and satisfaction of students through effective marketing, adequate course offerings, convenient course scheduling, and programs that meet the needs of traditional and nontraditional students who are diverse in ethnicity, gender, background, age, and academic preparation;
4. Hiring, retaining, and developing highly proficient faculty, staff, and administrators;
5. Providing and maintaining superior technology and facilities to support the university's educational purposes;
6. Making Augusta State University education as seamless as possible with K-12 and other accredited colleges and universities;
7. Providing educational, cultural, and professional services to the community through continuing education programs, performing arts programs, faculty and staff public service and consultation, and technological resources and programs;
8. Improving the community's economic development by producing graduates who meet employers' needs and expectations, by faculty and staff participation in economic development programs, and by marketing the university as an economic asset;
9. Following the most effective "best practices" for university business and services.

# UNDERGRADUATE ADMISSIONS POLICIES AND ENROLLMENT

The Admissions staff extends best wishes for the new academic year. Augusta State University offers the unique advantages of outstanding academic programs, a convenient location, flexible class scheduling, and very affordable cost. Our faculty members truly enjoy teaching and sincerely endeavour to assist all students in obtaining their educational goals. We invite students to learn more about the various benefits and opportunities at Augusta State University by visiting the campus. Our office hours are from 8 a.m. to 6 p.m., Monday-Tuesday, and 8 a.m. to 4:30 p.m. Wednesday-Friday. Tour reservations and other admissions information are available by calling 706-737-1632 or 800-341-4373 or by visiting our web site at [www.aug.edu/admissions](http://www.aug.edu/admissions).

– Katherine Sweeney, Registrar and Director of Admissions

## PREPARATION OF APPLICATION MATERIALS

To seek admission to the university, a student must file an official application for admission with the Office of Admissions. Students who need an application should write or visit the Admissions Office in The Benet House, 2500 Walton Way, Augusta, Georgia 30904-2200, or phone us at 706-737-1632 or (800) 341-4373. Students can also download an application from our web site at [www.aug.edu/admissions](http://www.aug.edu/admissions) or apply electronically at [www.gacollege411.org](http://www.gacollege411.org). Applications and materials are free.

The application and all supporting documents should be received by the Admissions Office no later than 30 days prior to the beginning of the semester in which a student plans to enroll. Applications and documents received after this deadline will be processed; however, no guarantee can be made for admission for that semester. Applications and documents received during the five working days preceding the first day of class will not be processed for that semester. A \$30.00 non-refundable application fee must accompany the application. An applicant who wishes to change his semester of enrollment is required to pay \$30.00 for each semester change. A high school candidate may submit an application for admission after the junior year is completed.

Because additional time is required for processing, international student applicants should apply at least 90 days prior to the beginning of the desired semester.

Students who do not register in the semester for which they are admitted and wish to attend a later semester should inform the Office of Admissions at least 30 days prior to the desired semester of entrance. If one year has expired since the initial application and a student has not yet attended, the student must re-apply and re-submit all supporting documents.

## Required Documents: Undergraduates

It is the responsibility of the applicant to request that official documents required for admission be sent directly from the previous institutions to the Office of Admissions. Documents that have been faxed or that have been in the hands of the applicant, such as student copy transcripts or letters, grade reports, diplomas, or graduation lists, are not official. The documents must be issued and mailed directly by the registrar of the previous institution(s) in a sealed envelope. These documents become a part of the applicant's permanent record and will not be returned. Candidates are considered when all required documents have been received. Notification of acceptance is by mail. The Office of Admissions requires the following:

**Official Application Form:** A candidate seeking admission must file an official application for admission prior to the specified deadline. An application may be obtained from the Office of Admissions and local high schools. Care should be taken to answer all questions on the application. An incomplete application will cause delay and may be returned to the candidate.

**Application Fee :** (\$30, Non-refundable): This processing fee is required from all applicants. The application fee is waived for students who provide an ACT or SAT I Fee Waiver.

**Official Transcript(s) of Courses Completed:** A freshman candidate should ask his or her guidance department to send an official copy of the secondary school record. A transfer candidate should ask the registrar from each accredited college attended to send an official transcript of grades (a separate transcript from each college). A holder of a GED certificate must request that an official score report be sent to the Augusta State University Admissions Office. Documents must be received by the Office of Admissions before the acceptance is final.

**Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) Scores:** A freshman candidate is required to submit SAT scores of the College Board or the ACT score of the American College Testing Program. A holder of the GED certificate is also required to submit SAT or ACT scores. A transfer candidate who has earned fewer than 30 semester hours (45 quarter hours) of transferable credit, including English Composition I and College Algebra or Mathematical Modeling, must also submit SAT or ACT results. The College Board code number assigned to Augusta State University is 5336. For information concerning test dates and centers, students should consult their high school or college guidance office.

**PLEASE NOTE:** ASU uses the re-centered scale of the SAT to determine whether students meet the minimum admissions requirements. All original SAT scores received will be converted to the re-centered scale.

**Immunization:** All new students, born 1957 or later, enrolling in schools within the University System of Georgia, are required to provide proof of immunization for mumps, measles, rubella, and tetanus-diphtheria or provide a valid reason for exemption. New students born prior to 1957 must show proof of immunization for tetanus-diphtheria or provide a valid reason for exemption. New students born in the United States in 1966 or later and all international students regardless of age must show proof of immunization against or history of varicella (chicken pox). In addition, new students who are 18 years of age or younger at time of matriculation must provide proof of immunization for hepatitis B. This documentation, including dates of all required immunizations and the signature and address of a health care provider, must be submitted to the admissions office prior to registration for classes. Certificate of Immunization forms are available in the Office of Admissions. **[Failure to meet this requirement will prohibit registration for classes.]**



# ADMISSIONS REQUIREMENTS

Admissions requirements depend on the degree program you wish to enter. For freshman admissions, further information is available from the Office of Admissions. (See p. 3 for hours and phone numbers.)

## Freshman Admissions Requirements

**Normal Freshmen:** Every applicant for freshman admission must be a high school graduate from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission, the Georgia Private School Accrediting Commission, or from a public school regulated by a school system and the State Department of Education. High school students who receive a "Certificate of Attendance" do not satisfy the graduation requirements. In addition, to gain regular admission to ASU, the applicant must have completed the entire College Preparatory Curriculum (CPC) in high school. The required CPC is listed below (16 units):

*English:* 4 units required

*Mathematics:* algebra, 2 units required; geometry, 1 unit required;  
1 additional unit of higher mathematics beyond Algebra II required.

*Science:* 3 units required.

*Social Science:* 3 units required.

*Foreign Language:* The same foreign language, 2 units required.

In the determination of eligibility for freshmen admissions, the most important consideration is the Freshman Index. The Freshman Index is determined by a formula which uses two variables: the high school average computed on academic courses, and the SAT (or ACT) scores. The following formula is used to compute the SAT Freshman Index:

$$\text{Freshman Index} = \text{SAT Verbal} + \text{SAT Math} + (\text{High School Academic GPA} \times 500)$$

For students submitting ACT scores, the following formula is used to compute the ACT Freshman Index:

$$\text{Freshman Index} = (\text{GPA} \times 500) + (\text{ACT Composite} \times 42) + 88$$

**Regular Admission:** For regular freshman admission, specific requirements are as follows:

*Freshman Index*  $\geq$  1940

*Test Scores\**: SAT Verbal score of 430+ and a SAT Math score of 400+  
or

ACT English and Mathematics score of  $\geq$ 17

*College Preparatory Curriculum (CPC)*: 16 required units must have been completed in high school.

\*Students with verbal SAT scores less than 500 or ACT English less than 21 will take the English and Reading portions of the COMPASS Examination for placement. All students bound by freshmen admissions requirements must take the COMPASS Examination for placement in math.

**Limited Admission:** Freshman applicants who show potential but fail to satisfy any one of the requirements above may be eligible for limited admission if they meet the following criteria listed below:

*Freshman Index*  $\geq$  1790

*Test Scores\**: SAT Verbal score of 430+ and a SAT Math score of 400+  
or

ACT English and Mathematics score of  $\geq$ 17

*College Preparatory Curriculum (CPC)*: 16 required units must have been completed in high school.

**Admission to University College:** University College is a two-year unit of Augusta State University designed to assist Georgia resident students who live in Burke, Columbia, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond, Taliaferro, Warren or Wilkes counties but do not meet the admissions requirements for the university. Applicants who do not meet regular admissions standards will be reviewed for consideration for admission to University College. Students enrolled through University College are not eligible to live in campus owned housing, are not eligible for membership in a fraternity or sorority and are not eligible for participation in intercollegiate athletics. To exit University College, students must meet the following criteria: satisfy all Learning Support deficiencies, satisfy all outstanding CPC requirements, complete ASUO 1000 with a grade of "C" or better, complete area A of the core curriculum, earn 30 credit hours in areas A-E of the core curriculum, and earn a minimum overall GPA of 2.0. Until exit requirements are satisfied, University College students are limited to a maximum of 13 credit hours per semester and to 1000 and 2000 level courses. Exit from University College is seamless and requires no action on the part of the student.

**Home Schooled Freshmen:** University System of Georgia policy dictates that in addition to SAT I scores and Freshman Index, students must present sixteen specific college preparatory curriculum units or CPCs to be accepted to a state university and a minimum of thirteen units to be accepted to a two-year program for students graduating from high school 2001 and beyond. (See prevailing regular freshman admission standards for specific details, above.) These units must be completed in high schools that have been accredited by a regional accreditation association (such as SACS) or the Georgia Accrediting Commission, the Georgia Private School Accrediting Commission, or from a public high school regulated by a school system and the State Department of Education.

For students who have completed their CPCs in a home schooled program or secondary school that is not accredited by one of the agencies mentioned above, five options are available to validate CPC units. Students can select the option per subject area that is most suitable for them. For instance, a student who has earned 500 on the SAT I math and verbal tests can validate CPCs in English and mathematics in this manner, and provide the items in option one or option two to validate CPCs in other areas. Files of students who select options two to validate CPC subjects will be reviewed by a university committee consisting of the Associate Vice President for Academic Affairs, Director of Admissions, and the Associate Director of Admissions.

Options:

- 1) Submit a high school transcript and subject test scores from the Stanford Achievement, California Achievement Test or Iowa Achievement Test of Basic Skills for each CPC subject area. Scores greater than or equal to the 50<sup>th</sup> percentiles of national test takers will validate acceptable proficiency in CPC subject areas.
- 2) Submit a high school transcript and a syllabus for each college preparatory course completed. In addition, submit chapter, unit or final, cumulative subject tests taken. Provide research papers and/or projects if grades for courses are based on these items rather than examinations.
- 3) A score greater than or equal to 500 on SAT I math or 21 on ACT math will validate CPCs in mathematics. English CPCs can be validated with a score greater than or equal to 500 on the SAT I verbal or 21 on the ACT English. In addition, students can validate subject area CPCs by presenting other standardized tests such as CLEP or SAT II. For SAT II score requirements as put forth by the USG Board of Regents, please see below.
- 4) If a student wishes to submit other evidence to validate CPCs (tests not specifically mentioned above, certifications, etc.), committee members can use their discretion to validate CPC units.

<b>SAT II SUBJECT TEST</b>	<b>PROPOSED SCORE</b>
English Literature	530
American History and Social Studies	560
Math IC, or Math IIC	500, or 570
Biology	520
Chemistry	540
Physics	590
World History	540

ASU recognizes that most home-schooled students are amply prepared for college work. For more information on Augusta State University's Home School admission policies, please contact the Office of Admissions.

**GED Freshmen:** Applicants must have official GED Scores sent by the testing center or the State Board of Education. The prevailing regular freshman requirements must be met by submitting an official partial high school transcript and official SAT or ACT scores. A GED applicant's high school class must have graduated prior to enrollment at Augusta State University. Admission as a GED freshman is admission to University College. This type of admission is limited to students residing in specific counties. See page 5, Admission to University College, for residency requirements.

*College Preparatory Curriculum:*

GED students who show potential but failed to meet the College Preparatory Curriculum (CPC) requirements under the requirements for regular freshman may be admissible under ASU's Limited Admissions policy. Further testing and validation of preparedness may be required. Contact the ASU Office of Admissions for details.

*COMPASS Exam:*

All GED applicants will be required to take the COMPASS Exam.

*Other Testing/Further Requirements:*

For further information about entrance requirements for GED Freshmen, please contact the Office of Admissions.

### **COMPASS Examination**

Freshman applicants who show potential but fail to satisfy any one of the freshman requirements listed below, or are classified as Life Enrichment or GED Freshmen, will be required to take a diagnostic examination, the COMPASS Exam:

- (1) Completion of the English or mathematics portion of the CPC.
- (2) Satisfactory achievement of SAT Verbal Score of 500 or ACT English of 21
- (3) All students bound by freshmen admissions requirements must take the COMPASS Examination for placement in math.

The Office of Admissions will notify the applicant by mail as to the specific date and time of the COMPASS Examination. The student shall complete any Learning Support requirements indicated.

### ***College Preparatory Curriculum Requirements***

Applicants who are admitted to the university but fail to satisfy the College Preparatory Curriculum requirements for science, social science, or foreign language will be required to complete, with a grade of C or better, at least one college course in each area of deficiency within the first 30 semester hours earned. In the case of students who have completed no high school foreign language course, two college courses in the same foreign language will be required, with a grade of C or better in each. No credit earned in these courses will be applied to the requirements of the university degree.

### ***Other Freshman Categories***

**Life Enrichment Student Admissions Requirements:** A life enrichment applicant is one who files a completed application form, has graduated from high school or the equivalent, whose high school class graduated at least five years ago, and has earned no more than 30 transferable semester hours (45 quarter hours) of college credit.

Although neither the American College Test (ACT) nor the Scholastic Aptitude Test (SAT) is required of Life Enrichment applicants, the COMPASS Examination will be required for admission consideration. After testing, the student shall complete any Learning Support requirements indicated. Students who fail to meet the Life Enrichment admissions criteria may be required to submit SAT or ACT scores.

If life enrichment students can provide official SAT verbal  $\geq 500$  from a test administration within the past 7 years (or equivalent ACT scores), the COMPASS test can be waived.

**Joint Enrollment Admission Requirements for High School Students:** A qualified high school student may enroll for college courses while completing his or her enrollment in high school as a junior or senior. This type of enrollment is primarily designed to provide the opportunity to take courses not available in the high school curriculum. To be eligible for admission consideration, the student must have completed the sophomore year of high school and have:

- (1) an overall 3.00 high school average in all academic courses completed
- (2) a combined SAT score of 1100 or higher with at least a 490 on the verbal section and a 450 on the math section (or equivalent ACT score). In addition, a minimum verbal score of 530 and a math score of 530 are needed to take those respective courses.
- (3) a Joint Enrollment Clearance form signed by parent/guardian and school official.
- (4) a personal interview with a university admissions officer.

If the SAT verbal score is 530 and the math score is 530, a student accepted into this program will be permitted to enroll in any course for which he or she is prepared.

### ***Transfer Student Admissions Requirements***

An applicant who has previously attended a regionally accredited institution of higher education and who is not classified as a Life Enrichment student is considered a transfer student. Transfer students are divided into two categories as listed below for regular admission:

- (1) Fewer than 30 transferable semester hours: Meet prevailing freshman admissions requirements.
- (2) 30 transferable semester hours: College Composition I and either College Algebra or Mathematical Modeling. These students must have at least a 2.0 or greater for non-probationary entrance. All others will be reviewed for possible entrance into Augusta State University on probation, or into University College. Students with 30 or more transferable semester hours, but lacking College Composition I and/or College Algebra or Mathematical Modeling will take the appropriate parts of the COMPASS Examination.

All transfer students entering ASU with  $<2.0$  overall transfer GPA may be reviewed for probationary entrance and are subject to possible additional admission requirements. Students admitted on probation must achieve a minimum 2.0 GPA in their first term at Augusta State University to revoke the probationary status. Those who fail to achieve a 2.0 will be placed on suspension. The transfer applicant whose only attendance has been at a regionally accredited technical college in a "Non-College Transfer Program" is considered a freshman applicant and must satisfy freshman admission requirements.

**Evaluation of Transfer Credit:** An evaluation of accepted transferable credits is made by the Office of the Registrar. A complete transfer evaluation report will be mailed to the student once he or she is accepted by the university and all official transcripts have been received from each college previously attended. The basic policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades in other regionally accredited colleges, provided the courses correspond in content to courses offered at Augusta State University. Additional validation will be required for courses taken at another institution that were previously completed with a penalty grade at Augusta State University. In addition, credit earned at accredited technical colleges may not transfer unless the credit was earned in a designated college transfer program.

### ***Advanced Placement Credit and Credit by Examination***

**Advanced Placement:** A qualified student who has taken college-level work in secondary schools may receive academic credit. Examinations used to determine advanced placement are the Advanced Placement Test of the College Entrance Examination Board and The Achievement Tests in English Composition and intermediate Mathematics (Level 1). A final determination of credit is made after results have been evaluated by the university.

**Credit by Examination:** College credits are traditionally earned through attendance in scheduled classes. However, some courses allow credit by examination. A student currently enrolled who presents satisfactory evidence that he or she is qualified in a particular subject may receive credit for a course by an examination approved by the appropriate instructional department, or through the College Level Examination Program (CLEP). Satisfactory evidence may be, but is not limited to, work experience, non-credit courses, course work taken at non-accredited institutions, or military courses. There is a \$5 per credit hour fee for credit by departmental examination.

A student may take challenge examinations before enrolling, but will receive credit for courses challenged only after successfully completing six semester hours at Augusta State University. Courses in which a student is or has been enrolled may not be challenged, and courses which require demonstrations and application of skills (practical, laboratory sciences, and courses requiring field work or performance, for example) may be challenged only with the permission of the chairperson of the department offering the course.

Credit by examination is listed as such on the transcript along with the course number, title, and hours of credit; however, no grade is assigned and the credit is not included in computing the Grade Point Average. Credit by examination is limited to 10 semester hours in a discipline and 30 semester hours in the university.

A current list of tests available for credit by examination for courses offered at Augusta State University may be found at [www.aug.edu/registrar\\_va](http://www.aug.edu/registrar_va).

### ***Transient Student Admissions Requirements***

A transient student is a degree candidate at another institution who is granted the privilege of temporary enrollment at Augusta State University. To apply for admission as a transient student applicants must:

- (1) File a completed application form.
- (2) Submit a letter of permission confirming good standing from the registrar of the college in which enrolled or matriculated. In addition, applicants must submit a transcript from their home institution. Applicants can be admitted to Augusta State University as transient students only if they are currently eligible for re-admission to their home institution.

Transient students will be required to adhere to the same academic standards that govern regularly enrolled students. They may renew their status for additional enrollment periods for a maximum of two semesters per calendar year. For an exception of a third semester, they must submit written approval from their home institution and complete a new application for the Augusta State University Admissions Office at least 30 days prior to the scheduled registration for the third enrollment period.

If financial aid is needed, transient students must approach the home institution's Financial Aid Office to request a consortium agreement for financial aid purposes.

### ***Additional Degree Admissions Requirements***

An Additional Degree applicant is classified as a student who has successfully completed a baccalaureate degree at a regionally accredited institution and wishes to pursue a second undergraduate degree at Augusta State University. To apply as an Additional Degree student, applicants must:

- (1) File a completed application form.
- (2) Submit official transcripts from all colleges attended.
- (3) Complete an interview with an admissions officer.

Once the applicant has been accepted, a transfer evaluation of credit will be completed by the Office of the Registrar for those courses that are pertinent to the desired program.

### ***Non-degree Admissions Requirements***

A non-degree applicant is classified as a student interested in enrolling at Augusta State University for credit without pursuing a college degree. The non-degree student may be a transient student (see above), post-baccalaureate, postgraduate, or audit student. A candidate for this type of limited enrollment seeks instruction in particular courses for personal or professional purposes, or for completion of degree requirements at another institution.

Applicants holding a baccalaureate degree or graduate degree from a regionally accredited college and wishing to enroll in undergraduate courses as a non-degree student must request that an official transcript be sent to the admissions office from the college or university which awarded the highest degree.

Each applicant for admission as a special student must:

- (1) File a completed application form.
- (2) Provide evidence of satisfactory past academic work at the secondary or post-secondary level.
- (3) Satisfy all other admission requirements as determined by the Office of Admissions.

### ***Senior Citizens Admission Requirements***

Georgia residents 62 years of age or older are eligible to enroll in units of the University System free of charge on a space available basis. Senior citizens from Aiken and Edgefield Counties qualify for the contiguous county tuition waiver and pay in-state tuition and fees (see **Waivers**, p. 17). Senior citizens who pay tuition are not required to register on a space available basis.

### ***Former Student Readmission Requirements***

Students who have attended any other college or university since their last enrollment at Augusta State University, regardless of how long they have been away from ASU, must re-apply through the Office of Admissions. In addition, they must provide the Office of Admissions with official transcripts of all college work attempted since their last enrollment in Augusta State University. Failure to provide required transcripts may result in loss of credit or dismissal from Augusta State University.

Students who have not enrolled in Augusta State University or attended any other college or university for two academic years, must apply for readmission through the Office of the Registrar at least 30 days before the desired semester of re-entry. In order to determine degree requirements, returning students should see the entry for **Graduation Requirements: Undergraduate** in this catalog.

### ***Augusta State University-Paine College Co-enrollment***

Augusta State University and Paine College offer co-enrollment for students who want courses that are not offered at the student's home institution during a given semester or for students who have schedule conflicts that may be resolved by co-enrollment.

Students who are enrolled at one institution for the equivalent of at least six semester hours of course work, may enroll for three or more semester hours of course work at the other institution. Courses for co-enrolled students from Paine College are offered on a space available basis, after the registration period for Augusta State University students.

Students should submit applications for co-enrollment, official transcripts, and immunization forms to the other institution at least two weeks prior to the scheduled registration date. Applications are available from the Registrar's Office at Augusta State University. Students will pay all fees required of a full-time student at their home institution. Students wishing to register for an overload must satisfy the overload requirements of their home institution.

### ***International Students: Special Requirements***

Students who are not U.S. citizens or permanent residents should ask the Office of Admissions to send special information, including an international application, for international students. In addition to satisfying the regular requirements for admission, these students must provide documented evidence of adequate financial support to meet educational and personal expenses.



**If academically eligible**, students will also be required to remit a **non-refundable tuition deposit** of \$2,000.00 (U.S.) by **bank check**, payable to Augusta State University, before being issued an acceptance letter and a Certificate of Eligibility, (Form I-20). The following guidelines apply to the tuition deposit:

Students who are receiving institutional support (athletic scholarships, graduate assistantships, etc.), students participating in formal exchange programs, or students sponsored by recognized international education organizations such as Rotary Club, are exempt from this policy.

A student who is denied a student visa and who provides evidence to that effect will receive a refund of the tuition deposit.

Students who receive a student visa and enter the United States, but do not matriculate for the semester to which they were admitted, forfeit their deposit.

When ASU receives the student's tuition deposit and the student is officially accepted, ASU will forward official notification that the student's deposit is on file, along with his or her I-20 and letter of acceptance. Evidence of a tuition deposit may assist the student in acquiring a student visa.

The prescribed method for demonstrating English proficiency is the Test of English as a Foreign Language (TOEFL). The TOEFL is required for freshman, non-native English speaking applicants who completed secondary school outside the U.S. Secondary School System or who completed high school within the U.S. Secondary School System. The TOEFL is also required of transfer applicants who lack credit for College Composition I (ENGL 1101). A minimum total score of 173 on the computer-based TOEFL or 45 on the reading, listening and writing sections of the Internet-based TOEFL is required for admissions consideration. In addition to the TOEFL, international students must provide official SAT I scores. The test scores should be forwarded directly from the testing agencies to the Office of Admissions.

Students who state on their application for admission that their native language is other than English are required to take the TOEFL as described above. Placement in the first semester English classes is based on the reading, listening and writing sections of the Internet-based TOEFL as follows:

Computer-based TOEFL score of 250 or higher or Internet-based TOEFL of 75 or higher: The student is admitted and placed in English 1101Z, a special section of Freshman English for non-native speakers.

Computer-based TOEFL score of 213 to 247 or Internet-based TOEFL of 59/60 to 74: The student is admitted and placed in English 0091 and Reading 0091.

Computer-based TOEFL score of 173 to 210 or Internet-based TOEFL of 45 to 58: The student is admitted and placed in English 0090 and Reading 0090.

International students, or students for whom English is a second language, who complete the ESL program at Augusta State University or who declare English as their second language and who have already completed English 1101 should contact the Department of English and Foreign Languages for the policy concerning the Regents' Test process.

All international, post-secondary transcripts must be forwarded to a credential evaluation agency for a "course by course" evaluation. Official evaluations (sent directly to Augusta State University) from an agency that is a member of NACES [www.naces.org/members.htm](http://www.naces.org/members.htm) or AACRAO Foreign Education Credential Services are acceptable. The official credential evaluation is required before an application for admissions can be processed.

For eligibility for resident tuition fees, see the paragraph on **International Students** in the **Waivers** section (p. 17).

Because additional processing time is required for international students, they should submit the application and all supporting documents at least 90 days prior to the desired semester of entrance. The Certificate of Eligibility (Form I-20) cannot be forwarded to the student until an offer of acceptance has been extended and the student's tuition deposit has been received by Augusta State University.

International Student Services is dedicated to serving the special needs of international students and helping to create a supportive environment for living and studying. The Office of International Student Services provides an orientation program each semester for all new international students. The office also provides immigration advising, tax assistance and programs specifically designed for international students. Visit the International Student Services website at [http://www.aug.edu/student\\_services\\_division/instit\\_waiver.htm](http://www.aug.edu/student_services_division/instit_waiver.htm) or contact the Assistant Dean of Students at 706-737-1411.

## ***Foreign Languages for Freshmen***

Foreign Language 1001 is designed for students who have never studied the foreign language. Students who entered ASU for the first time in the fall of 1998 or later, or those returning students who have not been enrolled for two consecutive years prior to 1998, will not be able to count Foreign Language 1001 towards graduation if it is the same language they took in high school. (First time freshmen who graduated from high school five or more years ago may count Foreign Language 1001.) However, it does count for computing eligibility for financial aid and calculating full-time student status. Students taking the foreign language for the first time will receive credit. For CPC students, consult p. 5 of the catalog. Foreign Language 1001, 1002, 2001, and 2002 are not open to native speakers. Heritage speakers should take the placement exam.



## **ADMISSIONS DECISIONS AT AUGUSTA STATE UNIVERSITY**

Graduate and undergraduate applications to Augusta State University are considered on an individual basis. After all required data have been received, the student will be notified by letter of the action taken. Although the University System of Georgia sets certain minimum standards for admission, the individual institutions retain the right to impose additional requirements. Accordingly, the university reserves the right to refuse admission to any applicant who, in its judgment, is not qualified to pursue work at Augusta State University. Such a decision may be based on a variety of factors: social maturity, character, or intellectual potential as indicated by previous academic work and appropriate examinations. Appeals of admission denials for reasons other than an applicant's academic credentials shall be referred by the President to a committee composed of the chairs of the Faculty Policies and Academic Policies Committees and the chair of the Student Judicial Cabinet.

Similarly, the university reserves the right to determine the level of admission. Clearly, some students exhibit superior academic achievement and will enter at an advanced level and receive some college credit. Other students will enter Learning Support courses that attempt to provide the academic experiences and counseling designed to aid the student in overcoming his or her academic deficiencies.

### ***Undergraduate Admissions Decision Notification***

Undergraduate applicants may check the status of an application online at <http://www.aug.edu/admissions/applyonline.htm> Undergraduate applicants will be notified by letter as to the conditions of acceptance. Included in the same mailing will be orientation and registration information and the assigned department for advising. Students accepted on an unofficial or incomplete transcript must submit a final and official transcript before the admission is final. If this information has not been received by the day of registration, students may register on a conditional basis for one semester only. Registration for the succeeding semester will not be permitted unless the required document has been received. Under certain conditions, the university may release admissions decisions to high schools and colleges.

### **PREPARING FOR REGISTRATION**

[www.aug.edu/infocentral](http://www.aug.edu/infocentral)

After admission, students are sent an information packet which includes document requests, orientation and registration details, housing, financial aid and other program information. Students should read these materials carefully and supply any information to the requesting office prior to registration.

An Orientation Program for new students is offered at the beginning of each semester that includes the opportunity to register with the aid of an academic advisor. For more information about new student orientation, contact the Orientation Coordinator in the Jaguar Student Activities Center or call 706-729-2347. New graduate students should consult with their department advisors for assistance. New Student Convocation and Week of Welcome activities are all included in the packet provided by the orientation coordinator. Additional current information about registration can be located at [www.aug.edu/infocentral](http://www.aug.edu/infocentral).



# FINANCIAL INFORMATION

## FEES AND OTHER COSTS

Registration at the beginning of each semester is not complete until all general fees have been paid. No student may be admitted to classes without having met his or her financial obligations.

Expenses are charged and payable by the semester since each semester constitutes a separate unit of operations. Students may enroll at the beginning of any semester. To ensure sound financial operation and conformity with the policies of the Board of Regents, certain regulations must be observed.

The Business Office is in Fanning Hall. Payments made by check or cash are accepted in the Business Office. Payments by Visa, MasterCard or Discover Card may only be made online. Electronic check payments (ACH) may also be made online. The payment link can be reached by clicking on Elroy or Pipeline on the ASU Home page at [www.aug.edu](http://www.aug.edu). Payments with financial aid are disbursed to the student's account by the Financial Aid Office. Students are to verify online that their financial aid has been approved. If tuition and fees are not paid by the payment due date or sufficient financial aid is not in process, classes will be canceled. If a student is allowed to re-register for any reason, a \$50 late fee will be charged.

**Returned Check Policy:** A fee of the greater of \$30.00 or 5 percent of the face amount will be charged for non-sufficient fund checks. A student has ten days from the date the Business Office sends a certified notice to the maker that a check given to pay tuition and fees was returned by the bank on which it was drawn after having been presented twice; if the check is not cleared within the ten-day period, the registration will be canceled, and instructors will be notified that the student is no longer enrolled.

A check given for any other purpose that is not honored by the maker's bank will be sent to a collection agency, if it is not cleared by the date specified in the fourth written notification. The maker will be responsible for collection fees. Augusta State University reserves the right to withhold all records (diplomas, transcripts, etc.) and/or revoke enrollment of students who fail to meet financial obligations to Augusta State University. All tuition charges, board, room rent, or other charges are subject to change at the end of any semester.

Any and all financial obligations owed to Augusta State University, including University Village, will result in a HOLD being placed on the student's account. The HOLD shall prevent student registration, transcript release, and any refunds owed to the student until such time as the financial obligation is paid in full.

### Tuition 2009-2010

**Non-Guaranteed Tuition Rate (Students who entered prior to Fall 2006, entering freshmen or transfer students Summer 2009-Spring 2010, undergraduate students who do not qualify for the Guaranteed Tuition Plan, and students whose guarantee has expired.)**

	In-State	Out-of-State
Fewer than 12 Credit hours (per hour)	\$130.00	\$517.00
12 hours credit hours	\$1,560.00	\$6,204.00
13 credit hours	\$1,690.00	\$6,721.00
14 credits hours	\$1,820.00	\$7,238.00
15 credit hours	\$1,937.00	\$7,744.00

**Guaranteed Tuition Rate (Entering Freshmen Summer 2006 – Spring 2007) Tuition rate fixed until Summer 2010.**

Fewer than 12 credit hours (per hour)	\$ 107.00	\$ 427.00
12 or more credit hours (full-time)	\$1,280.00	\$5,121.00

**Guaranteed Tuition Rate (Entering Freshmen Summer 2007– Spring 2008) Tuition rate fixed until Summer 2011.**

Fewer than 12 credit hours (per hour)	\$ 120.00	\$ 478.00
12 or more credit hours (full-time)	\$ 1,434.00	\$ 5,736.00

### Graduate Tuition

	In-State	Out-of-State
Per credit hour	\$150.00	\$ 600.00

### Mandatory fees assessed per semester to all students:

	Fall/Spring	Summer	Fall/Spring	Summer
Athletic Fee	\$ 130.00	\$ 77.00	\$ 130.00	\$ 77.00
Student Activities Center Fee	45.00	45.00	45.00	45.00
Student Services Fee	45.00	30.00	45.00	30.00
Technology Fee	45.00	45.00	45.00	45.00
Transportation Fee	35.00	35.00	35.00	35.00

## Fees and Descriptions

**Application Fee:** A fee of \$30.00 must accompany a prospective student's application for admission. This fee is non-refundable and does not apply toward registration or matriculation fees.

**Art and Music Fees:** Private instruction in piano, organ, orchestral instruments, voice or composition, two one-half hour lessons or one 1-hour lesson each week, for two or three hours credit, costs \$68 in addition to the matriculation fee. Secondary applied music instruction, consisting of a one-half hour lesson per week for one hour credit costs \$38 in addition to the matriculation fee. There is no special music fee for class piano or class voice. Any student may enroll in applied music instruction on a space available basis upon payment of the music fee. Please note: Many art courses charge a \$75 supplies fee per class. Contact the Department of Music or Department of Art for details.

**Athletic Fee:** A \$130 Athletic Fee per fall and spring semester is charged to each student. The fee is \$87 in the summer semester. This fee supports the men's and women's varsity athletic programs.

**Course Credit By Exam:** An administrative fee of \$5.00 per credit hour is charged to administer a single comprehensive exam for course credits.

**Graduation Fee:** A \$50 fee is charged each graduate for a diploma for processing the application and to support the graduation ceremony. The charge is the same for undergraduate and graduate students. This is payable when the student applies for graduation—no later than the mid-term date of the semester preceding the final semester of course work. The charge is \$50 for the master's or Specialist in Education diploma. This is payable at the time the student applies for graduation no later than the mid-term date of the semester preceding the final semester of the course work.

**Institutional Fee:** A fee of \$75.00 is charged to all students each semester to help schools offset budget reduction – thus protecting the System's core teaching mission and maintaining academic quality.

**Motor Vehicle Registration Fee:** All student motor vehicles must be registered to park in designated student lots on the ASU campus. One annual permit, valid for the full academic year, is included in the transportation fee. Replacement and/or additional permits may be purchased at a cost of \$40.00 each. The university assumes no responsibility for any damage to or loss of a motor vehicle or other personal property in a motor vehicle parked on campus.

**Nursing Program Fees:** Nursing students are assessed an \$18.00 liability insurance fee annually. A nursing testing fee of \$140.00 and a skills lab fee of \$35.00 is assessed per semester.

**Student Activities Center Fee:** A \$45 fee is charged to each student each semester to fund the Student Activities Center.

**Student Services Fee:** A \$50 Student Services fee per fall and spring semester is charged to each student. The fee is \$33 summer semester. The fee pays expenses for needed student services not covered in the instructional and education budget.

**Student Teaching Fees:** Education majors and Counselor of Education majors are assessed a \$200 fee for supervision during the semester internship. Educational Leadership majors are assessed a \$35.00 site supervision fee.

**Technology Fee:** A \$45 Technology Fee is charged to each student to help defray the costs of hardware, software, licenses, training, laboratories, systems, etc., that benefit ASU students in meeting the educational objectives of their academic programs.

**Transcript Fee:** On request, a student who has discharged all financial obligations to the University may receive, without charge, transcripts of his or her full academic record. (Transcript processing takes 2-3 business days.)

**Transportation Fee:** Transportation for students is provided by Augusta Public Transit. Students pay a nominal transportation fee of \$35 for this service. The fee entitles all students enrolled at ASU to parking on campus and free service on all routes served by Augusta Public Transit.

**Out-of-State Tuition:** The Out-of-State tuition is charged to students who are not classified as Georgia residents for tuition purposes. Residents of Aiken and Edgefield Counties in South Carolina are charged In-State tuition. (See pages 16 through 17 for information regarding classification of a student as In-State or Out-of-State.) Contact the Offices of Admissions or Student Records for more information.

**Other Expenses:** In estimating costs of attending Augusta State University, a student should consider these miscellaneous expenses: (1) books and supplies, particularly for courses such as art, nursing and biology, which require special supplies; and (2) an official uniform for anyone enrolled in nursing.

## REFUNDS

**Official Full Withdrawal from the University:** The refund amount for students withdrawing from the University shall be based on a pro rata percentage determined by dividing the number of calendar days that the student completed in the semester by the total calendar days in the semester. The total of calendar days in a semester is calculated from the beginning to the end of classes and includes weekends, but excludes scheduled breaks of five or more days, including weekends. The unearned portion will be refunded up to the point in time that the number of calendar days completed is equal to 60 percent of the number of calendar days in the semester.

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

**Example:** Fall semester contains 104 calendar days, calculated as described above. The student withdraws from all classes on the 50th calendar day of the semester.

50 divided by 104 = 48% (This is referred to as the “earned portion.”)

100% minus 48 = 52% (This is referred to as the “unearned portion.”)

Refundable institutional charges multiplied by 52% = amount of refund.

Official withdrawals must be made through the Registrar’s Office. Refunds are based on the number of credit hours a student is enrolled in at the end of the schedule adjustment period. Tuition, student activity, student center payback, student teaching, technology and transportation fees are refundable. Parking fees are non refundable.

**Special note for HOPE Scholarship recipients:** Complete withdrawal from the university under certain circumstances may result in a requirement that you return a portion of your HOPE Scholarship award to the Georgia Student Finance Commission. Contact the Financial Aid Office or the Business Office for more information.

### Medical Withdrawals

**Student Medical Withdrawals:** It is the responsibility of the student to withdraw from courses when a medical situation arises. The student must contact each instructor in case of a medical reason which could include such situations as an illness, accident, or death of a family member. Official medical documentation must be submitted in writing to the Registrar and a request must be made to be withdrawn for a medical reason.

**Medical Withdrawal Process:** A student may request a Medical Withdrawal through the Dean of Students Office. The Medical Withdrawal process is outlined below. It should be noted that a Medical Withdrawal can only be requested **after mid-term**. A student wanting to withdraw before mid-term must follow the Withdrawal from a Course policy stated in this catalog. Questions regarding this policy should be directed to the Office of the Registrar (706-737-1408). **It is the student’s responsibility to withdraw officially in accordance with university regulations as printed in this catalog.**

Students must contact the Dean of Students Office and give written permission allowing the Dean of Students Office to withdraw them from **all** of their current semester classes. The Dean of Students Office strongly encourages students to contact their professors/instructors by phone and/or email to notify them of their intention to withdraw.

Students must provide medical documentation from their physician on their physician’s letterhead and it must be **signed** by the physician (documentation on a prescription pad is unacceptable).

The Dean of Students Office will verify the authenticity of the physician’s letterhead.

The medical withdrawal process can not begin until both the student’s **written** permission and the physician’s documentation have been received and verified.

Since this request comes after midterm, the Dean of Students Office will request whether the professor/instructor wishes to assign a grade of W or WF for the course. It is important that the professor/instructor respond to this request via email because this documentation supports the medical withdrawal.

The Assistant Dean of Students will contact the Registrar’s Office to complete the withdrawal process. A request will be forwarded to the Registrar’s Office without medical and supporting documentation. All medical and supporting documentation will be on file in the Dean of Students Office under lock and key.

No refunds will be issued after 60 percent of the semester has passed. (This is normally 10-14 days after midterm.) The ASU refund policy will be followed for medical withdrawals. See the ASU refund policy for specific information. [http://www.aug.edu/business\\_office/refunds.html](http://www.aug.edu/business_office/refunds.html)

A full withdrawal, even for medical issues, may have an impact if you receive financial aid. You may be required to repay some funds received. Contact the Financial Aid Office if you have questions.

Per Health Insurance Portability and Accountability Act (HIPAA) the Dean of Students office is not permitted to discuss a student's medical issues with professors/instructors.

The Dean of Students Office will not accept any medical withdrawal requests after the last day of class as indicated by the Academic Calendar. Once a grade has been assigned for the class, the issue becomes a grade change. The student must contact the professor for the course. If the professor is unavailable, the Department Chair should be contacted for approval.

**Student Administrative Medical Withdrawals:** A student may be administratively withdrawn from the university when, in the judgment of the Vice President for Student Services, 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 prior to final decision concerning his or her continued enrollment at the university.

**Unofficial Withdrawal from the University:** No refund will be made to a student who leaves the university without filing official withdrawal forms with the Registrar's Office. The student may also be given an F or WF for any course in which he or she is still enrolled. Also, under new regulations issued by the U.S. Department of Education, federal financial aid recipients who do not complete any class and who do not follow the withdrawal process may be required to pay an amount equal to half of the federal financial aid applied to charges for tuition and fees.

**Reduction in Course Load Initiated by the University:** If the university drops a course from the semester's schedule, each student affected will be refunded the difference between total fees paid and charges on the course work remaining.

**Reduction in Course Load Initiated by the Student:** Students who reduce their course load before the end of the official add/drop period resulting in a reduction of the matriculation fees will receive a 100 percent refund of the fees for the courses reduced. No refund will be made for a reduction in credit hours after that time. Dropped classes will not appear on the permanent records.

Shortly after registration, new students will receive an ASU OneCard by mail. In order to receive a refund of any kind, students must visit [www.augustastateonecard.com](http://www.augustastateonecard.com) and, using the account number on the card, chose the refund method they prefer. There are two choices: (1) You may choose to have your funds deposited into a new Higher One account the same day they are received, or (2) you may choose to have your funds electronically transferred to your current financial institution which will take 2 to 3 business days. The second option does not require you to open a Higher One account. If you have questions, please contact the Student Accounts Division of the Business Office.

### ***REGENTS' REQUIREMENTS FOR GEORGIA RESIDENT STATUS***

A person's legal residence is his or her dwelling place. It is the place where he or she is generally understood to reside with the intent of remaining there indefinitely and returning there when absent. There must be a concurrence of actual residence and of intent to remain to acquire a legal residence.

Students are responsible for registering under the correct residence classification, for notifying promptly the residence auditor of incorrect residence classifications or changes of residence status, and will be liable for additional fees. For example, residence status may change for students if their parents' states of legal residence change or if their visas change. Individuals who are classified by Augusta State University as Out-of-State but who later claim to qualify as legal residents must file a "Petition for Georgia Residence Classification" form with the residence auditor in the Office of the Registrar. Residence status is not changed automatically, and the burden of proof rests with the student to demonstrate that he or she qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia. To insure timely completion of required processing, a student/applicant requesting a change of residence classification for a specific semester should file the "Petition for Georgia Residence Classification" and all supporting documentation not later than three weeks (15 working days) prior to registration. Decisions prior to registration cannot be guaranteed when petitions and all supporting documentation are received after the specified deadline.

***Petitions for Georgia Residence Classification*** and all supporting documentation must be filed with the residence auditor no later than 60 days after the beginning of a specific academic semester for which classification as a legal resident for fee payment purposes is requested. Petitions received after that time will not be considered for that semester. If the petition is approved, classification as a legal resident for fee payment purposes will not be retroactive to prior semesters.

A student/applicant wishing to appeal a denial decision resulting from his or her or Petition for Georgia Residence Classification may request a review of that decision before the Vice President for Student Services, submitting such request in writing within

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

### **OBJECTIVE STANDARDS FOR ACQUIRING IN-STATE STATUS**

For purposes of these regulations, a resident student is defined as a student domiciled in the state of Georgia. A non-resident is defined as one whose domicile is elsewhere. A student shall not be considered domiciled in Georgia unless he or she is in continuous physical residence in this state and intends to make Georgia his or her permanent home, not only while in attendance at an institution of the University System of Georgia, but indefinitely thereafter as well, and has no domicile or intent to be domiciled elsewhere.

Normally a person from another state who comes to an institution of the University System of Georgia does so for the primary or sole purpose of attending the institution rather than to establish a domicile (residency) in Georgia. Thus, one who enrolls in a system institution as a non-resident is presumed to remain a non-resident throughout his or her attendance at the institution unless and until he or she demonstrates by clear and convincing evidence that his or her previous domicile has been abandoned and that Georgia domicile has been established.

No person shall be eligible for classification as an in-state student unless he or she has been domiciled in Georgia and has resided in Georgia continuously for not less than 12 months immediately preceding the date of registration. However, there is a strong presumption that such person shall continue to be classified as a non-resident throughout the entire period of his or her enrollment. Ordinarily, such periods (while enrolled in school) will not count as periods of domicile to meet the twelve-month durational residency requirement.

The following facts and circumstances, although not necessarily conclusive, have probative value to support a claim for in-state status after twelve months continuous domicile in Georgia (durational residency requirement):

- a. Continuous presence in Georgia during periods when not enrolled as a student.
- b. Payment of ad valorem (property) taxes.
- c. Payment of Georgia income taxes.
- d. Reliance upon Georgia sources for financial support.
- e. Domicile in Georgia of family, or other relatives, or persons legally responsible for the student.
- f. Former domicile in the state and maintenance of significant connections therein while absent.
- g. Ownership of a home or real property.
- h. Admission to a licensed practicing profession in Georgia.
- i. Long term military commitments in Georgia.
- j. Commitments to further education in Georgia indicating an intent to stay here permanently.
- k. Acceptance of an offer of permanent employment in Georgia.
- l. Location of spouse's employment, if any.
- m. Address of student listed on selective service (draft or reserves) registration.

Other factors indicating an intent to make Georgia the student's domicile may be considered by the system institution in classifying a student. Normally, the following circumstances do not constitute evidence of domicile sufficient to effect classification as an in-state student under Regents' policies:

- a. Voting or registration for voting.
- b. Employment in any position normally filled by a student.
- c. The lease of living quarters.
- d. A statement of intention to acquire a domicile in Georgia.
- e. Automobile registration, address on driver's license, payment of automobile taxes.
- f. Location of bank or saving accounts.

### **WAIVERS**

**Contiguous Counties:** The border tuition policy set forth by the Board of Regents states that students from counties bordering on a county in which a University System of Georgia institution is located shall pay resident tuition fees. This policy includes students from Aiken and Edgefield Counties, South Carolina, who wish to attend Augusta State University. *Students must fill out a waiver form and have it signed by a magistrate.*

**Military Personnel:** Active duty military personnel and their spouses and legal dependents stationed in Georgia may qualify for waiver of non-resident tuition. Military personnel should contact the Education Center at their installation for information about current financial and other assistance available to them as members of the armed forces. All military personnel planning to use military tuition assistance programs to defray expenses associated with matriculation at Augusta State University should be sure to coordinate with the Director of Admissions for guidance as to procedures.

**International and Superior Out-of-State Students:** These students may be selected by the Vice President for Student Services for a waiver, provided, however, that the number of such waivers in effect at any time does not exceed two percent



of the equivalent full-time students enrolled at the institution in the fall semester immediately preceding the semester for which the out of state tuition is to be waived.

Aliens shall be classified as non-resident students provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States. Contact the Assistant Dean of Students at 737-1411 or visit the website [http://www.aug.edu/student\\_services\\_division/instit\\_waiver.htm](http://www.aug.edu/student_services_division/instit_waiver.htm) for more information and an application. (Also see *Int Stud: Spec Req*, p. 9.)

**Teachers:** Full-time teachers in the public schools of Georgia and their spouses and dependent children may enroll as students in University System institutions on the payment of resident fees.

**Employees:** All full-time employees in an institution of the University System, their spouses, and dependent children may register for courses on the payment of resident fees, even though the employee has not been in residence in Georgia for a period of twelve months.

**Families Moving to Georgia:** A dependent student who, as of the first day of term of enrollment, can provide documentation supporting that his or her supporting parent or court-appointed guardian has accepted full-time, self-sustaining employment and established domicile in the State of Georgia for reasons other than gaining the benefit of favorable tuition rates, may qualify immediately for an out of state tuition differential waiver which will expire 12 months from the date the waiver is granted. At that time, an affected student must petition for residency status according to established procedures.

### ***VETERANS' EDUCATION BENEFITS***

See the entry for *Veterans' Affairs* (p. 41) or contact the office of Veterans' Affairs for further information (706-737-1606).



## **FINANCIAL AID**

(Office - 706-737-1431; Fax - 706-737-1777)

[http://www.aug.edu/financial\\_aid/](http://www.aug.edu/financial_aid/)

The mission of the Financial Aid Office is to provide financial resources to all qualified applicants who would like to obtain a postsecondary education. In doing so, the Financial Aid Office supports the mission of the university in its commitment to excellence in teaching, advancement of knowledge, and enrichment of the community, in that many students would not have the wherewithal to access higher education without adequate financial support. We also support the mission of the Student Affairs Division by providing students with the wherewithal to achieve academic and professional growth by providing the financial resources that contribute to student success and retention.

The process of applying for financial aid may seem complicated, but it really is not. The Financial Aid staff will assist you in completing the process. You may complete your Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) from any personal computer or use our technology lab which is located on the second floor of Payne Hall during normal hours of operation. If you wish to apply for the HOPE Scholarship ONLY, the FAFSA is not required, and you may complete an on-line application available under GSFAPPS, at [www.gacollege411.org](http://www.gacollege411.org).

To receive aid under any of the federal or state programs, you must:

1. Be a citizen of the United States or be in the United States for other than a temporary purpose, or otherwise be classified as an eligible non-citizen.
2. Demonstrate financial need (where applicable).
3. Make satisfactory academic progress as defined by the ASU Financial Aid Office.

The annual financial aid application deadlines for each term are as follows: **Fall Semester** -April 1; **Spring Semester** -October 1; and **Summer Semester** -March 1. You are expected to submit all required applications and support documents on or before the published financial aid application deadline for the chosen enrollment term. Failure to do so may result in incurring your own educational expenses until your financial aid file is complete and aid can be processed.

All scholarships awarded by the Augusta State University Scholarship and Financial Assistance Committee require an institutional scholarship application, available January 1 through March 1, for each upcoming academic year. The ASU Academic Scholarship Application is accessible through your ASU ELROY account. After completing your application, you may electronically submit it to the ASU Financial Aid Office via ELROY. The application deadline is March 1 for each upcoming academic year.

All financial aid programs fall into one of four categories: grants, loans, scholarships and employment opportunities. The Office of Student Financial Aid provides educational funds from all four sources. For further information about available programs and required forms, visit our website; or contact us via telephone; or visit the Office of Student Financial Aid, located on the second floor of Payne Hall during normal business hours. Institutional forms are available in a PDF format on our website. We also encourage you to explore other financial aid opportunities outside of Augusta State University. Your family background, affiliations and activities may provide keys to other sources of assistance. Publications in your local or school library or guidance office will assist you in obtaining information on scholarship programs. Web sites are also available.

The primary responsibility for financing a college education belongs to you and your family. Students who need financial assistance are expected to work for and/or borrow a reasonable portion of the funds needed to meet educational expenses. Your family is expected to make a maximum effort to assist in satisfying the cost of education.

## ACADEMIC REGULATIONS and INFORMATION

This section explains regulations that affect students after admission. Regulations regarding admission may be found in the **Admissions Policies and Enrollment** section of this catalog (p. 3).

When a student registers at Augusta State University, he or she accepts the official academic regulations. The student is expected to follow the program outlined by his or her college and department and should do sufficient planning, in consultation with his or her faculty advisor, to avoid scheduling difficulties which may impede normal academic progress. The student should plan his or her program so as to meet the core curriculum, graduation, and major and minor requirements.

### Academic Standing and Grade Point Averages

**Undergraduates:** There are two grade point average computations in use at Augusta State University. These computations produce a student's Institutional GPA and Regents' GPA. The Regents' GPA is used to measure the quality of a student's entire performance while at Augusta State University. The Regents' GPA appears on a student's transcript, is used for calculating honors and awards, is used to measure the ability to take overloads, and is used as the basis for measuring continued eligibility for scholarships. Graduate schools and employers are interested in a student's GPA so as to compare that student's collegiate performance with the performance of others.

The Institutional GPA was first put into effect at Augusta State University in Spring Quarter 1989 and was modified in May of 1994 and again in February of 1997. The current rules apply regardless of the student's enrollment date. A student's Institutional GPA is used only to determine whether or not institutional requirements concerning probation, suspension, and graduation are being met by the student. The performance measured by the Institutional GPA is of interest only within the institution.

**Computations:** The Regents' GPA is computed by dividing the total number of hours attempted that count in a GPA at Augusta State University (that is, those hours for which a grade of A, B, C, D, F or WF has been earned) into the total number of quality points (sometimes called grade points) earned on those hours (See **Grading System, Undergraduate**; p. 23). A GPA is determined for each student at the end of each semester. It is similar to the Regents' GPA, but is based only on the hours attempted that semester.

The Institutional GPA is determined by computing the number of hours attempted by summing together those hours associated with *the most recent attempts* of courses taken at Augusta State University numbered from 1000 through 4999 in which a grade of A, B, C, D, F, or WF has been earned. The Institutional GPA is computed by dividing the hours attempted into the number of quality points earned on those hours. All grade point averages are truncated at two decimal places. They are not rounded up. Hours accumulated at Augusta State University by a transfer of credit or an approved examination process are not used in computing any grade point averages. They are, however, used in determining the credit level, which is discussed next.

**Probation and Suspension:** The credit level is the sum of all institutional hours attempted, plus all transfer credit hours attempted, plus all credit hours earned with grades that do not count in the GPAs, such as S and K. The credit level is a rough measure of the actual amount of time a person has attended college. It is not the same as the total of the hours earned towards a degree. It is an important concept because it has an effect upon probation and suspension. **Students who earn an Institutional GPA (or Academic Renewal GPA, see below) of less than 2.00 will be placed on academic probation.** Students on probation are restricted to a twelve-hour course load and may continue to attend Augusta State University only if they meet the following minimum requirements which are based on credit level:

Credit Level	Required Minimum Average	
	either Term GPA	or Institutional GPA
0 -- 16	1.00	0.50
17 -- 29	2.00	1.30
30 -- 59	2.00	1.60
60 -- 89	2.00	1.90
90 and above	2.00	2.00

Students who are on probation and fail to meet the requirements specified above will be suspended. The time of suspension will be one semester for the first suspension, two semesters for the second suspension, and three semesters for all suspensions thereafter. Any suspensions prior to academic renewal do count in the number of suspensions received by the student. Credit earned at other institutions during periods of mandatory suspension from Augusta State University will not transfer back to ASU.

After the mandatory period has passed, students suspended for academic deficiencies may be considered for reinstatement by petitioning the dean of the appropriate college. The petition must be submitted in writing to the dean at least 30 days prior to the desired semester of reinstatement. Appeals for reinstatement after the third and all subsequent suspensions must also

be approved by the Vice President for Academic Affairs. If a student has been out of school for more than two years, he or she must also file a Former Student Application with the Office of the Registrar.

If circumstances warrant, the dean or vice president may require special testing and successful completion of all or a part of the Learning Support program as a condition of reinstatement. See ***Learning Support, Rules for Students in*** (p. 27).

Having appealed and having been reinstated according to the above procedure, should the student again fail to meet the probation requirements, the student again will be suspended. Normally a student will not be reinstated after the fourth suspension.

**Academic Renewal:** The Academic Renewal policy allows Augusta State University undergraduate, degree-seeking students who have experienced significant academic difficulty at Augusta State University to have one opportunity to make a fresh start after an absence of five consecutive calendar years from Augusta State University.

***Restrictions:*** The student must apply for academic renewal at the time of re-enrollment or within three academic semesters of re-enrollment or one calendar year (whichever comes first). A student can be granted academic renewal status only once. **If academic renewal status is approved, no transfer credit will be granted for coursework completed during the absence.**

***Advantages:*** A revised Institutional Grade Point Average is begun when the student re-enrolls following the five-year period of absence. The new Institutional GPA begins with zero hours attempted and zero quality points as if the student were a new transfer student. The new Institutional GPA is used for the minimum grade point average graduation requirement and for probation/suspension decisions. If taken at Augusta State University, all academic credit earned with grades of A, B, C, and S in previously completed course work is retained and will count towards the residency requirement. Any prior completion of the Regents' Test, Legislative, and College Preparatory Curriculum requirements will be retained.

***Disadvantages:*** Any credit earned with a grade of D is not retained. All suspensions count towards the number of suspensions received. Financial aid policies regarding Satisfactory Academic Progress are still in effect. The minimum grade point average needed for admission to particular programs may or may not utilize the new Institutional GPA (see the requirements for the desired program). Both the new Institutional GPA and the Regents' GPA will appear on the student's transcript with a statement that Academic Renewal status was granted.

**Graduate Students:** The determination of academic accomplishment is based solely upon a student's grade point average, which is computed by dividing the number of hours attempted in which a grade of A, B, C, D, F or WF has been received into the number of quality points earned on those hours. (The Institutional and Regents' GPAs are identical.) A GPA of 3.00 must be maintained in all courses attempted in a graduate program. For more information, consult listings of specific programs in the Graduate Programs section of this catalog.

### ***Additional Baccalaureate Degree***

A student holding a baccalaureate degree from a regionally accredited college or university who wishes to work for another degree must complete the minimum residence requirements of the university (30 hours of course work in courses numbered 3000 or above with an average grade of C or better) with at least 30 hours of resident credit in excess of the requirement for the original degree. In addition, he or she must complete the exact requirements of major courses, allied fields, mathematics, and foreign languages.

### ***Auditing a Course***

A student who has been admitted to Augusta State University may be permitted to enroll in credit courses as an auditor on a non-credit basis. However, a student may not change his or her status from credit to audit or vice versa during the course. Credit may not be earned in courses taken as an auditor except by re-enrollment for credit in and completion of the course with a satisfactory grade. An auditor is assumed to be seriously interested in courses that he or she audits. Therefore, a student enrolled as an auditor is expected to attend class regularly and perform such other tasks as may be assigned by the instructor. An auditor who does not attend regularly may be dropped from the class with a grade of W.

### ***Class Attendance***

The resources of Augusta State University are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for the students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

It is recognized that the degree of class attendance may vary with the student, the professor, or the course. It is also recognized that, on occasions, it may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to a student's absences, including the making up of work missed, are to be

arranged between the student and the professor. A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors. A student should also understand that he or she is responsible for the academic consequences of any absences.

At the beginning of each semester, all professors will provide a clear written statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and each course professor.

Professors will be flexible enough in their attendance and grading policies to allow students a reasonable number of absences without penalty for extraordinary personal reasons or for officially representing the university. However, if the student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences. A student withdrawn for excessive absence may appear before a board of review appointed by the Academic Policies Committee for reinstatement. In the event a student is reinstated, he or she is fully responsible for making up all work missed while the case was pending.

It is important to note that the instructor may—or may not—withdraw a student from class based upon attendance. In any case, a student should not assume that the instructor has initiated the withdrawal form. A student not withdrawn from a course who stops attending class (or who never attends class) is subject to receiving a grade of WF or F for the course.

### ***Classification***

For the purpose of class organization, an undergraduate is classified on the basis of number of hours of academic credit earned at the time of registration as follows: Freshman, 0-29; Sophomore, 30-59; Junior 60-89; Senior, 90 or more.

### ***Course Changes***

In the case of course changes, the student must initiate an “Add/Drop” form, which can be obtained from his or her academic advisor’s office. Students are strongly advised to consult with their academic advisor before dropping and/or adding courses. The last day a student may enroll in a class is given in the university calendar as the last day of Add/Drop.

### ***Course Repeat Policy***

Any student may repeat a course taken at Augusta State University. No student may receive additional hours of credit for a repeated course in which the student has already earned credit, with the exception of such courses as WELL activity courses, “Selected Topics” courses, and other courses specifically designed for repetition. Such courses are labelled in the “Course Descriptions” section of the catalog with a phrase such as “may be repeated for credit.” However, if a student fails a repeated course in which he or she had already earned credit, the student will lose any credit previously earned.

If an undergraduate course (numbered 1000 through 4999) is repeated, only the last grade received is used in the calculation of the Institutional Grade Point Average (IGPA). See ***Academic Standing and Grade Point Averages***, p. 20.

### ***Course Substitution***

Each student is responsible for following the requirements of his or her selected program as specified in the catalog and in accordance with the regulations of the catalog. Variations in course requirements are permitted only upon petition and the written approval of the chairman of the department responsible for the required course and the appropriate dean. The approved change to the program of study will be forwarded to the Office of the Registrar. Variations from course requirements are approved only under exceptional circumstances and only in cases where courses of the same academic value and type can be substituted.

### ***Curriculum Changes***

The academic programs of Augusta State University are offered through the James M. Hull College of Business, the College of Education and the Katherine Reese Pamplin College of Arts and Sciences. These units, including the appropriate departments, furnish the basic organization of the faculty and provide the framework for the generation and maintenance of quality education in the variety of courses and programs listed in this bulletin. The Academic Policies Committee serves as the major source for recommendations to the faculty on policies in these areas. The faculty reserves the right to make changes in curricula, and in rules, at any time when in its judgment such changes are in the best interest of the student and Augusta State University. Recommendations for such changes can originate with any one of a number of key faculty committees.

### ***Deans’ Lists***

The Deans’ Lists for the James M. Hull College of Business, the College of Education, and the Katherine Reese Pamplin College of Arts and Sciences are compiled each semester for undergraduate students. To qualify for this academic honor, a

student must (1) earn nine or more hours of undergraduate course work numbered 1000 or above, exclusive of K grades, (2) achieve a grade point average of 3.66 for the semester, and (3) receive no grade of I, F, or WF during the semester. Also see: **Graduation with Honors** (p. 27).

## Grade Changes

Any grade changes must be accomplished in the semester immediately following the semester in which the grade was originally reported.

## Grading System, Undergraduate

Grades used in calculating the undergraduate grade point average are as follows:

<u>Grade</u>	<u>Meaning</u>	<u>Quality points/credit hour</u>
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0
WF	Withdrew, failing	0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

**I:** Incomplete—Student doing satisfactory work, but unable to meet the full requirements of the course because of non-academic reasons. The maximum time for completing course work to remove an I is one semester; otherwise, the I will be automatically changed to F.

**W:** Withdrawal, without penalty—The W will be assigned if the student officially withdraws from the course by semester midterm, unless the student has been charged with academic dishonesty. A grade of WF will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.

**S:** Satisfactory\*—Indicates satisfactory completion of degree requirements other than academic course work.

**U:** Unsatisfactory\*—Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

**V:** Audit—Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.

**K:** Credit by examination.

**NR:** Not Reported—Indicates that the grade was not reported.

**IP:** In Progress—Indicates that credit has not been given in courses that require a continuation of work beyond the semester for which the student signed up for the course. The use of this symbol is approved for project courses.

\*The S and U symbols are used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs, and specifically designated courses.

## Graduation Requirements: Undergraduate

All candidates for the bachelor's degree at Augusta State University must satisfy the following conditions:

Students must earn 39 or more hours in upper level courses with at least 21 hours in the major and 15 to 18 total hours in the minor (if a minor is required), depending upon the field, with a grade of C or better in each course in the major and the minor. (The Bachelor of Music degree and the Bachelor of Fine Arts degree are more professionally oriented programs and require more hours in the major field.) Together with the core curriculum and electives and/or foreign language, statistics, and computer science courses, depending on the major, these requirements will normally total 120 hours, not including the physical education requirement. Specific graduation requirements for undergraduate programs in the Katherine Reese Pamplin College of Arts and Sciences, the College of Education, and the James M. Hull College of Business are found in the **UNDERGRADUATE PROGRAMS** section of this catalog (p. 50).

**Application for Graduation:** The application must be completed and filed with the registrar no later than the mid-term date of the semester preceding the final semester of course work. Students must be approved formally for graduation by the faculty.

**Graduation Exercises:** Degrees are conferred formally at the close of the spring semester (in May). Graduation applications are due in the Office of the Registrar by midterm of the semester prior to the last semester of scheduled coursework. Students who complete all requirements for the degree by the end of spring semester receive degrees in May. Students who complete all requirements for the degree by the end of the summer term or fall semester receive degrees at the end of the term completed. These students will receive instructions concerning ceremony participation when their graduation applications are submitted to the Office of the Registrar. Degree candidates are encouraged to attend graduation exercises. However, if they are unable to do so, they are required to notify the Office of the Registrar in writing.

**Payment of Financial Obligations:** No student will be permitted to graduate if he or she is in default on any payment due to the university.

**Additional Degrees:** Normally, two identical degrees are not awarded. However, a student may receive the appropriate degree of any other program by completing the additional requirements of that program and earning at least 30 hours of resident credit (20 hours for the associate degree) in excess of the requirement for the original degree.

**Core Curriculum:** The core curriculum was developed by the University System of Georgia for the purpose of facilitating the education of students as they pursue baccalaureate degrees within and among the units of the University System. It includes 60 hours of lower level courses that would normally be covered in the first half of a baccalaureate degree program. A student who completes the requirements of the core, or any area of the core, will have the assurance that credit for all of this work can transfer to any other unit of the University System. All candidates for the bachelor's degree at Augusta State University must satisfactorily complete the core curriculum. The list of courses in the core curriculum is presented at the beginning of the **UNDERGRADUATE PROGRAMS** section of this catalog (p. 50).

**Course Requirements:** Complete a minimum of 60 hours for the associate degree or 120 hours for the baccalaureate degree (exclusive of credit earned in lower division Physical Education courses) as specified for the candidate's program. There will be a minimum of **39 hours** of upper division courses required for students graduating with the baccalaureate degree.

**Credit from Other Institutions:** See *Residence Requirement and Credit from Other Institutions* (p. 25).

**Degree Requirements in Effect at Candidacy for Graduation:** A candidate for graduation is subject to requirements in effect at the time of initial enrollment; however, changes may have been made while the student is enrolled. The changes in requirements shall be implemented so as to minimize the problems of transition for currently enrolled students, but since some changes are considered to be improvements, the new requirements may apply. Exceptions may be made by the department chairperson in conjunction with the advisor, appropriate department faculty, and, as necessary, the dean.

A student who is not enrolled for two or more consecutive years or who transfers for two or more semesters to another institution will be required to complete a new application for graduation and will be subject to the requirements for graduation in effect at that time, or if readmitted, will be subject to the requirements in effect at the time of readmission.

**English 1101 and 1102, When to Enroll:** (a) Students must enroll in English 1101 no later than the first semester they register following completion of 20 hours of Augusta State University residence/transfer credit. (b) Students must continue to register for English 1101 each successive semester until they have completed the course with a grade of C or better. (c) Students who complete 1101 must enroll in English 1102 no later than the first semester they register following completion of 30 hours credit. (d) Students must continue to register for English 1102 each successive semester until they have completed the course with a grade of C or better.

**Grade Point Average:** Students must achieve an institutional grade point average (see p. 20) of at least 2.00 on all work attempted at this university or an academic renewal grade point average of at least 2.00 on all work since the date of academic renewal (if the student is eligible for academic renewal and elects to accept academic renewal).

**Graduation Fee:** This \$25 fee is to be paid to the Business Office at the time the application for graduation is submitted.

**Legislative Requirements:** In 1975, the Georgia legislature enacted a measure that requires all graduates to have passed examinations on the history of the United States and of Georgia and on the provisions and principles of the constitutions of the United States and of Georgia. No academic credit is given for these examinations, which are administered each semester by Testing and Disability Services.

Certain history and political science courses (i.e., HIST 2111, HIST 2112, HIST 3711, POLS 1101, and POLS 4101), which are described later in the catalog, will satisfy this requirement. Students who fail one or both of the examinations should contact the chair of the appropriate department (History or Political Science) soon after the examination date.

**Wellness Requirement:** Students must complete the required courses in Wellness as described below:

**Baccalaureate Degree:** Each student is required to pass three courses which should normally be completed during the freshman and sophomore years. Unless a waiver (as described below) is granted, the requirement will consist of the following:

Wellness 1000	(3 hrs.)
Two Physical Activity Classes:	(2 hrs.)

A physical activity class may be a repeated course offering, but it is suggested the student take advantage of this opportunity to develop other skills by taking another activity class.

Associate Degree (Note the exception for nursing students described in section A below): Each student is required to pass two courses. Unless a waiver (as described below) is granted, the requirement will consist of the following:

Wellness 1000	(3 hrs.)
One Physical Activity Class	(1 hr.)

Waivers and Substitutions: Waivers are the same for the Baccalaureate Degree program and the Associate Degree program, as follows:

- (A) Wellness 1000 (3 hrs.)  
All students are required to successfully complete this course with the following exception.

Nursing Students: Nursing students may satisfy the Wellness 1000 (3 hrs.) course requirement through the course studies within their degree program. The department chair of nursing will sign off on this requirement on the application for graduation. All nursing students are required to satisfy 2 hours of physical activity course requirements. Note that only degree candidate nursing students will have the Wellness and Fitness course waived.

*Effective Fall 2007 there is no swim activity requirement for current or entering undergraduate students.*

**Residence Requirements and Credit from Other Institutions:** If seeking an associate degree, a student must complete in residence at Augusta State University a minimum of 20 hours of academic credit. If seeking a baccalaureate degree, a student must complete in residence at Augusta State University at least 25 percent of the credits required for the degree and a minimum of 30 hours of academic credit in courses numbered 3000 or above. At least one-half of the major concentration and at least one-half of the minor concentration must be completed in residence at Augusta State University.

The amount of credit that the university will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at the university during that time. A maximum of 62 hours of credit earned in a junior college may be applied toward a degree.

**Regents' Testing Program Examination:** A student must demonstrate proficiency in reading and writing skills by passing all parts of this examination. The examination is administered each semester and undergraduate students must take this examination. Transfer students who are eligible will be notified of the earliest testing date following their initial enrollment.

The following is the policy of the Board of Regents of the University System of Georgia and Augusta State University regarding the Regents' Testing Program:

A) Requirements: Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement of graduation. Passing the Regents' Test is defined as having passed all components of the test by scoring above the cutoff score specified for each component. If one component of the test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the test in any form since the inception of the program.

B) Exceptions:

1. Students who hold a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test.
2. Students whose mother tongue is other than English may be exempted from taking the Regents' Test Essay, but they will be expected to demonstrate their skills by performing acceptably on a comparable examination.
3. Students with SAT-I Verbal scores of at least 510 or ACT Reading scores of at least 23 will be considered to have fulfilled the reading comprehension requirements of the Regents' test and do not need to take the reading portion of the Regents' Test. Scores must be from a national administration of the SAT or ACT.

*Policy for student who entered between Fall 2005 and Spring 2007:*

Students with the following combinations of SAT Verbal or ACT English scores and grades in ENGL 1101 will be considered to have fulfilled the writing requirements of the Regents' test and do not need to take the essay portion of the Regents' Test:

1. Students with SAT-I Verbal scores of at least 530 or ACT English scores of at least 23 who also earn an A in ENGL 1101.
2. Students with SAT-1 Verbal scores of at least 590 or ACT English scores of at least 26 who also earn a B in ENGL 1101.



*Policy for student who enter Summer 2007 or later:*

Students with an SAT Reasoning, Writing Section score of at least 560 will be considered to have fulfilled the writing requirements of the Regents' test and do not need to take the essay portion of the Regents' Test.

In addition, students with College Board Advanced Placement (AP) English scores of at least a 3, International Baccalaureate (IB) higher-level English scores of at least 4, or SAT II English Writing scores of at least 650 will be considered as having fulfilled the essay requirement of the Regents' Test and students with these scores do not need to take the essay portion of the Regents' Test.

C) When to take the Regents' Test:

1. Upon initial enrollment, students will receive notification that they must take the Regents' Test. Students who fail to take the test at this time will not be allowed to preregister or register for subsequent semesters until they have signed up to take the test during the next semester. Students who fail to take the test for a second time will not be allowed to register for subsequent semesters until they have taken the test.
2. Students are required to take only the segment(s) that they have not passed or exempted.
3. Transfer students will be held to all policies as described herein.
4. Non-native speakers of English who have followed the ESL track for their English classes should contact the Department of English and Foreign Languages for specific procedures concerning the Regents' Test process.

D) Remediation Requirements:

1. Students who have earned 44 or fewer hours and who fail one or both parts of the Regents' Test must take English 1101 or 1102 if they have not satisfactorily completed these courses: students who have earned 45 hours of credit or more must take RGTR 0198 and/or RGTE 0199 (as appropriate) for remediation whether or not they have completed English 1101 or 1102. Students not enrolled in the appropriate remediation will be dropped from all courses for that term.
2. Students required to enroll in English 1101, 1102, RGTR 0198 and/or RGTE 0199 as required above must meet all requirements of these courses. Students required to take English 1101, 1102, RGTR 0198, and/or RGTE 0199 may not take an overload or withdraw from this class. Students who miss the equivalent of one week of class will be withdrawn from the class, prohibited from taking the Regents' Test that semester.
3. Part-time students taking only one course per semester may be permitted to take remediation and repeat the test in only one area at a time although they may have previously failed both components of the Regents' Test. Students who select this option may not take regular degree credit courses during that semester.

E) Regents' Test Remediation Appeal Procedure:

Students who wish to appeal the requirement that they remediate, as specified in D above, should make their appeals in writing to the Vice President for Academic Affairs. Students who appeal merely because remediating is inconvenient or because they have already registered for the current semester should not expect to have their appeals approved.

F) Review of Essay:

A student may request a formal review of his or her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded and if the student has successfully completed English 1101 and 1102. Any student who fails the essay component of the Regents' Testing Program may secure a copy of his or her essay from the Department of English and Foreign Languages. The student should enroll in RGTE 0199 and take the copy of the essay to his or her first class. The instructor will review and mark the essay indicating if he or she thinks the essay should be appealed. If the instructor and the student agree that the essay should be appealed, they will submit an unmarked copy of the essay to a committee consisting of three faculty members appointed by the Vice President for Academic Affairs. If the student does not concur with the 0199 instructor's evaluation of the essay, he or she may appeal the essay by immediately notifying the committee of his or her intent to appeal and requesting that an unmarked copy of the essay be sent to the committee. If a majority of the review panel feels that the essay should be appealed, the committee will send its recommendation, along with a copy of the essay, to the System's Director of the Regents' Testing Program. On the other hand, a vote by the committee to sustain the essay's failing score will terminate the review process.

The initial step in the review and the review itself are intended to deal with perceived errors in ratings. The review is not automatically indicated by a student's failure to pass the essay. A review is indicated only when there is substantial question concerning the accuracy of scoring and when the criteria set forth in the first sentence of this section on Review of Essay have been met.

The on-campus review committee will consist of three members, each of whom is an experienced essay rater. A decision by the on-campus review panel to terminate the review is final; this decision cannot be appealed to any other office,

except in cases where it is reasonably alleged that an adverse decision was based on discrimination with respect to the student's race, religion, sex, handicap, age, or national origin.

**Special Examinations:** Special examinations may be required of the student as he or she progresses through various levels of the curriculum.

**Graduation with Honors:** Excellence in academic work is recognized at graduation by the award of honor rank in general scholarship. For students completing all work at Augusta State University the Regents grade point average is used in the awarding of academic honors. A student who averages 3.85 or more is graduated *summa cum laude*; one who averages 3.65, but less than 3.85, is graduated *magna cum laude*; and one who averages 3.50, but less than 3.65, is graduated *cum laude*. This distinction of high academic achievement is placed on the student's diploma and is noted on the permanent record.

A student who has transferred to Augusta State University is eligible to graduate with honors only if the grade point average for his or her university career meets one of the above requirements and the student has completed at least 60 hours of courses in residence for the bachelor's degree (30 hours in residence for the associate's degree). Also the Augusta State University Regents' GPA must meet the above requirements. The honors will be determined by the lower of the two GPAs.

### ***Honors Program***

The Augusta State University Honors Program offers special opportunities to superior undergraduate students who enjoy the challenges and rewards of a stimulating academic environment. Students in any major may apply for the Honors Program and complete requirements to be recognized as ASU Honors Program graduates. Honors classes are open to other excellent students on a space available basis. Honors classes are small, offer more personal contact with professors, and ask students and professors to explore course content actively and intensively; they do **not**, however, have a different grading scale and are **not** graded more strictly than other courses. A complete description of the ASU Honors Program is located at the beginning of the **UNDERGRADUATE PROGRAMS** section of this catalog.

### ***Rules for Students in Learning Support***

A student in the Learning Support Program who is permitted to take regular credit courses is subject to the university regulations concerning probation and suspension. However, these regulations do not apply to hours of "institutional credit" attempted or earned.

1. During each semester of enrollment, all Learning Support students, including those attending part-time, must first register for all required Learning Support courses before being allowed to register for other courses.  
Two exceptions are possible:
  - a. When two or three Learning Support courses are required and a student is enrolled in at least one Learning Support course, a freshman orientation course or physical education or other activity or performance courses may be taken that semester instead of one of the required Learning Support courses. These courses must be chosen from Augusta State University orientation (ASUO 1000), physical education (WELL), military science (MILS), or music (MUSA or MUSI).
  - b. In the event that a required Learning Support course is not offered, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the Chair of Learning Support. No exceptions shall be made regarding prerequisites.
2. Until individual Learning Support requirements have been satisfied, students will not be permitted to take credit courses which assume the content or the skills of a student's required Learning Support courses as prerequisites:
  - a. Mathematics 0096, 0097, and 0099 are prerequisites for Mathematics 1111, 1101 and Biology 1101, 1102, 1107, and 2111; English 0097 and 0099 are prerequisites for English 1101, Biology 1107, 1108, 2111 and 2112; Reading 0097 and 0099 are prerequisites for English 1101.
  - b. In addition, students who are enrolled in Reading 0097 may enroll only in the following credit courses: Mathematics courses; all 1000-level Applied Music (MUSA) courses; all music ensembles and all 0000 - 1000-level music courses; all 1000- and 2000-level art courses; 1000- and 2000-level Military Science courses; all 1000-level Physical Education courses; Military Science courses; Communication/Drama 2500, 2510, FINC 1410.
  - c. Students enrolled in Reading 0099 may enroll in the courses listed above, in Communication/ Speech 1010 and 1020 and in ASUO 1000.
3. Once assigned to the Learning Support Program, a student may not accumulate more than 20 hours of academic credit before completing all Learning Support requirements. A student who accumulates 20 hours of academic credit and has not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements in Learning Support are successfully completed.
4. Students who do not complete the requirements for passing each required area of Learning Support after a maximum of three attempts per area or two attempts at an area without satisfactorily completing the non-exit level course (0090 / 0096

/ 0097) in the area, will be placed on Learning Support Dismissal and will not be eligible to continue in the program. The student may not be considered for readmission within three years of the dismissal.

Prior to placing the student who has not exited the Learning Support area within three attempts on Learning Support Dismissal, the Department of Learning Support considers the student for one additional attempt in the area. (An attempt is defined as a semester in which the student receives any grade except W.) The student must:

- \* be individually evaluated and determined to have a reasonable chance for success,
- \* be in the exit level course (0091/0099) of that area, and
- \* have reached the limit in only one Learning Support area.

If granted the additional attempt, the student may enroll in only the Learning Support course.

5. No degree credit is earned in Learning Support, though institutional credit is awarded. Time spent in Learning Support course work is cumulative within the University System, as is the number of attempts per area. Students with transfer credit or credit earned as a certificate student may be granted up to a total of three attempts in an area of Learning Support.
6. The following grade symbols are used in Augusta State University's Learning Support program:
  - S: satisfactory (passed course work, passed institutional requirement, passed COMPASS Exam)
  - IP: insufficient progress (passed course-work, passed institutional requirement, failed COMPASS)
  - U: unsatisfactory (failed course work, ineligible to attempt institutional requirement, ineligible to attempt COMPASS; withdrew after midterm)
  - W: withdrawal before midterm (not counted as an attempt)
  - V: audit (volunteer enrollment only)
7. Students enrolled in both Learning Support and credit courses may not withdraw or be withdrawn from a Learning Support course unless they also withdraw or are withdrawn from all credit courses. All course changes must have advisor approval.
8. All Learning Support students must satisfactorily complete ASUO 1000 with a grade of "C" or better. Students required to take READ 0097 must satisfactorily complete that course prior to enrolling in ASUO 1000.

### ***Load-Overload, Academic***

An undergraduate student is considered *full time* with enrollment in at least 12 hours per semester and *one-half time* with enrollment in at least 6 hours per semester. A typical course load for a full-time undergraduate student is 15-17 hours. A student should carefully consider the advisability of taking an overload; he or she should not attempt to do so solely for financial reasons. A student wishing to schedule up to, but no more than, 18 hours may use regular registration procedures, which include approval of the course schedule by the academic advisor. A student required to take remediation due to Regents' Testing Program policies may not take an overload.

A student may be approved to preregister for more than 18 hours only if:

- (1) he or she has a Regents' GPA of 3.25 at Augusta State University, or
- (2) he or she is within 30 hours of graduation (15 hours for associate degree candidates) at the beginning of, but not including, the semester of current enrollment.

A student may be approved to register for more than 18 hours only if:

- (1) he or she has a Regents' GPA of 3.00 at Augusta State University, or
- (2) he or she is within 30 hours of graduation (15 hours for associate degree candidates), or
- (3) the student is granted permission by his or her dean, even though he or she is not eligible under the above conditions.

Credit hours earned by music students in the areas of private instruction (MUSA) and/or music ensemble credits (i.e., university band, chamber choir, etc.) do not contribute to an overload status. Rather, such credits should be regarded as outside the normal academic load.

### ***Majors***

A major concentration normally requires a minimum of 21 hours. (Also see ***Graduation Requirements: Undergraduate***, p. 23) Grades below C are not accepted for courses in a major concentration. Some departments or colleges require general education or cognate courses in addition to the core curriculum and major courses. Satisfactory completion of the major concentration is certified by the major department or appropriate college. A student pursuing a degree program may declare a multiple major, in which case a minor concentration will not be required. The student must complete all requirements for each major. Upon completion, each major will be recorded on the permanent record. For details on a specific major concentration, see the **UNDERGRADUATE PROGRAMS** section of this catalog.

### ***Minors***

Most bachelor's degree programs require a minor, with the exception of those leading to the degrees of Bachelor of Business Administration, Bachelor of Fine Arts, the performance major in the Bachelor of Music, and Bachelor of Science in Education,

Biology, Chemistry, Physics, and Secondary Education. A minor consists of 15 to 18 hours of courses with at least 9 hours of upper division courses, depending upon the area of concentration. Grades below C are not accepted for a minor concentration. Satisfactory completion of the minor concentration is also certified by the minor department or college. Once the minor field is selected, the student should seek academic advisement for this concentration within the department or college in which he or she is minoring.

For details on a specific minor field, see the **UNDERGRADUATE PROGRAMS** section of this catalog. Minor programs offered at Augusta State University are listed in the *Index* under Minor Programs.

### ***Transient and Co-enrolled Augusta State University Students***

An Augusta State University student must be in good standing and must obtain prior approval to enroll in any and all credit courses at any other institution as a transient or co-enrolled student. This prior approval of each course must be obtained from the Augusta State University department or college that offers a course most comparable to the one that will be taken elsewhere. A transient student is defined as a degree candidate at Augusta State University who is granted the privilege of temporary registration at another institution and will not be enrolled at Augusta State during that period of temporary registration. A co-enrolled student is defined as a degree candidate at Augusta State University who is granted the privilege of enrolling at both Augusta State and another institution during a semester.

A student who has attempted a course at Augusta State University and received a penalty grade in that course may not take the course at another institution and transfer it back to Augusta State University. (Penalty grades include Fs, and WFs in all courses, and Ds, Fs and WFs in English 1101, English 1102, and major and minor courses.) A statement granting permission to attend another accredited institution will be provided by the Augusta State University Registrar after department or college approval has been obtained.

### ***Unit of Credit (The Semester System)***

Wherever this catalog uses the term “hours,” it is referring to “semester hours” as understood within the semester system. Augusta State University is organized on this system. Each of the two semesters in the regular academic year covers a period of approximately 16 weeks, which includes 15 weeks of instruction. The summer session is 11 weeks, with some courses being offered in one of two half sessions. Each half session has 23 class days. The “semester hour” is the unit of credit in any course. It represents a recitation period of one fifty-minute period a week for a semester. A course meeting 150 minutes a week for 15 weeks would thus give credit of 3 hours when completed satisfactorily. For credit purposes, 2 to 3 laboratory or activity hours are usually counted as the equivalent of one recitation class period. Also see ***Course Repeat Policy***, p. 22.

### ***Withdrawal from a Course***

The responsibility for initiating a withdrawal resides with the student. A student who registers for a course and stops attending class (or never attends class) is not automatically withdrawn by the instructor and is subject to receiving a grade of WF or F for the course. Forms for initiating a withdrawal may be obtained from the Office of the Registrar (Office of Veterans' Affairs). A student is strongly advised to consult with his or her advisor before withdrawing from a course. A student must obtain the signature of the instructor to officially withdraw from a course. An instructor may withdraw a student for excessive absences. (See ***Class Attendance***, p. 21, for attendance policies and ***Grading System***, p. 23, for grading policy upon withdrawal.) The official date of withdrawal is the date the Withdrawal Form is received in the Office of the Registrar.

The Augusta State University Crest  
(any use requires permission of the President's office.)



Vincit Omnia Veritas - Truth Conquers All

President Jerry Robbins designed the College Crest, based on the coat of arms of the Princess Augusta. Dr. Robbins added the mace and the lamps of knowledge on the seal. The crown is the same. -- From an interview with Mr. Lee Wallace, 9/1982.

CROWN and CREST  
*Princess Augusta*

VINCIT OMNIA VERITAS  
*Truth Conquers All*

LAMP of WISDOM

MACE of AUTHORITY

ORDNANCE *Fire Power*

BROKEN SWORD  
INTO PLOWSHARE

"..... Beat their swords  
into plowshares....."  
*to cultivate knowledge*

TOM-O-CHI-CHI'S FEATHER

STATE of GEORGIA:  
*wisdom - moderation - justice*

CROSSED CANNONS  
*Arsenal of Education*

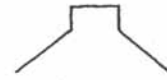
BELL for BELLRINGER  
*Augusta College Paper*

4 DOVES IN 4 DIRECTIONS  
*Peace everywhere*

JAGUARS AGGRESSIVE  
*Teamwork victorious*

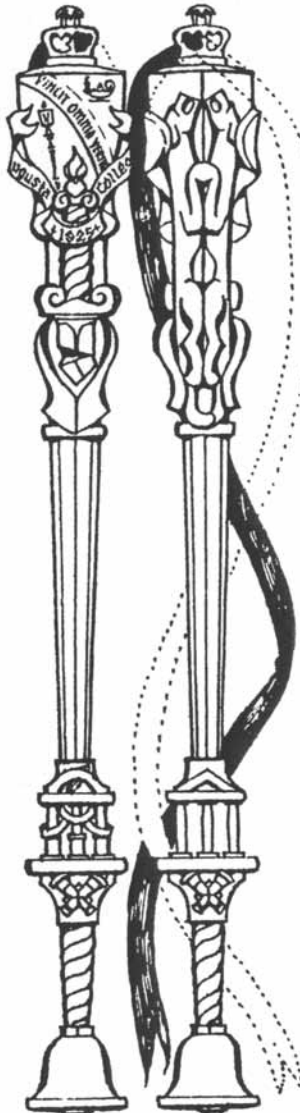
VELVET STREAMERS  
*Royal Blue - Pure White  
Colors to honor*

FORM SUGGESTED by  
*Campus Architecture*



ACADEMIC MACE

*Created  
by Nathan Bindler*



## **WHERE TO GO for Information on Facilities, Services and Activities at ASU**

This section includes a wide variety of facilities, services, and activities, arranged alphabetically, which are available to members of the ASU community.

### **Academic Advisement Center (706-731-7979) [www.aug.edu/advising/](http://www.aug.edu/advising/)**

Academic Advisement promotes student success by providing general advising information and referrals, coordinating advising services, offering core academic advisement, and an array of academic program supports. The center partners with faculty, staff and administrators in upholding the mission, standards and requirements of the university. A primary function of Academic Advisement is to advise undergraduates who are as yet undecided about their majors. The staff assists with the major decision process providing regular communications regarding academic skills and programs along with referrals to appropriate campus services. Located on the second floor of Washington Hall (212), Academic Advisement is open 8:00 a.m. to 4:30 p.m. Monday through Friday with extended hours during registration periods matching the published campus schedule. Academic Advisement's Front Desk located on the second floor of Allgood Hall (N205) provides quick advisement and registration information when classes are in session (see posted hours each term). Timely information is also available on the center's website and large screen displays in both Allgood and Washington Halls.

### **Alumni Association (706-737-1759)**

The Augusta State University Alumni Association dates back to when "Augusta College" was only a two-year institution in 1927. The association is composed of former students and graduates of Augusta State University and is governed by a board of directors. The purpose of the association is to promote the growth, progress and welfare of Augusta State University and serve as a link between Alumni and ASU. A complimentary one-year membership is given to each graduate. Other alumni achieve active status by paying annual membership dues. For information on alumni programs, please call the Office of Development and Alumni Relations.

### **Athletics (706-737-1626)**

Augusta State University is affiliated with the National Collegiate Athletic Association (NCAA Division II) and is a member of the Peach Belt Athletic Conference. Augusta State University supports men's teams in baseball, basketball, golf (Division I), and tennis. The university supports women's teams in volleyball, basketball, softball, tennis, golf (Division I), and cross-country.

### **Augusta State University Foundation (706-737-1759)**

The Augusta State University Foundation was established in 1963. The purpose of the Foundation is to raise private support from individuals, corporations, foundations, and others to further the interests of Augusta State University. Other purposes of the Foundation are to establish and maintain endowments and provide the administration help with handling all private support. The Foundation is located in the Office of Development and Alumni Relations, Maxwell Alumni House.

### **Bookstore (706-737-1611) [www.aug.edu/bookstore](http://www.aug.edu/bookstore)**

The ASU Bookstore is committed to excellence in providing a trusted resource for course materials, services, and other merchandise while enhancing and supporting the educational and social experiences of Augusta State University students, faculty, and staff. The ASU Bookstore is the source for all course materials including textbooks, lab supplies, course packets, school supplies, and study aids. The bookstore is located in Washington Hall. The bookstore accepts cash, check, Visa, Mastercard, Discover, ASU Jag Card, ASU Higher One Card, and Financial Aid for all payments. Financial Aid is accepted for several days prior to the start of each academic session; be sure to check the bookstore web site for exact dates. Operated by Augusta State University, a primary goal of the bookstore is to provide educational materials to students at the lowest cost possible.

#### **Additional products and services:**

- ASU and Jaguar clothing and gift items
- College rings
- Trade books and greeting cards
- Cold beverages, gourmet candy, snacks and other convenience items
- Computer software at up to 80% off for students, faculty and staff
- Gateway computers at discounted prices
- Graduation items

#### **Money savings tips for purchasing course materials:**

- Purchase used books when possible; used textbooks are 25% cheaper than new and help conserve our environment.
- Purchase books as early as possible; more used books are available, and the bookstore is not as busy.
- Purchase only the required materials before class; if a textbook is listed as optional or recommended, wait until after classes begin. You may not need this book.

- Sell unwanted textbooks during regular business hours. Please be aware that you may receive more money at the end of each semester. During exams, the ASU Bookstore will pay 50% of the purchase price for books that have been readopted for the next semester, are in current edition, and are not overstocked at the bookstore. All other books may be purchased by a national used-book dealer.

## Refund Policy

The ASU Bookstore is happy to offer refunds and exchanges.

- An original sales receipt is required for all refunds and exchanges.
- Return the merchandise in the same condition as when purchased.
- Make returns within the proper time frame. The final day for refunds will be posted in the bookstore, printed on the receipt, and listed in campus publications each semester.
- We cannot offer refunds at any time for study outlines or unwrapped course packets. Software, electronics, and multimedia products are refundable in their original, unopened packaging only.

The staff of the ASU Bookstore would be happy to answer any questions students may have about our refund policy.

## Hours

Regular bookstore hours are 7:45 a.m.– 6 p.m. Monday through Thursday and 7:45 a.m.–3 p.m. on Friday during academic sessions. Extended hours, often as late as 8 p.m., are offered at the start of each academic session.

### **Business Office** (706-737-1767) [www.aug.edu/business\\_office](http://www.aug.edu/business_office)

The Business Office is located on the first floor of Fanning Hall. Normal business hours are 8 a.m. to 6 p.m. on Monday and Tuesday, and 8 a.m. to 4:30 p.m. on Wednesday, Thursday, and Friday. When classes are not in session, the hours on Monday and Tuesday are 8 a.m. to 4:30 p.m.

The Business Office is responsible for all accounting and payroll functions for the university. The services to students include:

- Distribution of financial aid.
- Processing of refunds and payables.
- Student loan administration and collection.
- Payroll processing and distribution.
- Billing and receiving of payments.

### **Campus Dining** (706-737-1599) [www.augustastatedining.com](http://www.augustastatedining.com)

Whether dining in or carrying out, students may use their **Jag Card** at all campus dining locations. Campus dining locations also accept cash and major credit cards.

- Allgood Cafe offers a great place to eat and to meet friends. A large selection of sandwiches and beverages is available.
- The Jaguar Student Activities Center Food Court features a Starbucks, Freshens Smoothies, Stacks Deli, Arsenal Grille, and LaVincita Pizza & Italian Food.

Hours of operation are posted in each dining location.

Catering: Our experienced, professional staff would be happy to help plan your student event!

### **Career Center** (706-737-1604) [www.aug.edu/career\\_center](http://www.aug.edu/career_center)

The Career Center provides employment and career development assistance to all currently enrolled students at Augusta State University. Graduating seniors have access to services in the career center office for one full year after graduation. Alumni Services after this period are available for a nominal fee. The office is located in Boykin Wright Hall at 1015 Johns Road. Office hours are 8 a.m.- 4:30 p.m. Monday through Friday with evening appointments available upon request. We also offer walk-in hours that do not require an appointment and satellite office hours where students can meet career advisors in academic buildings on campus.

Some of the primary activities of the office are:

**JOB SEARCH AND PREPARATION:** Once enrolled at Augusta State University, students have automatic access to an on-line job search database called ASU CareerLink. This database has listings of current full-time degree required and non-degree required vacancies, part-time on and off campus opportunities, internships, volunteer jobs and cooperative education jobs. Students can search ASU CareerLink by job title, location, and employer or position type to find jobs locally or nationwide that meet their needs. Most jobs require the submission of an approved résumé through ASU CareerLink. Students can access a résumé writing module through the database to assist them in creating their first

résumés. Students can then practice their interviewing techniques with Interview Stream directly from ASU CareerLink. The system also lists upcoming employer visits to campus as well as upcoming career center seminars.

**STUDENT EMPLOYMENT:** ASU offers three types of student employment that are administered through the Career Center: Federal Work Study, Graduate Assistant and Student Assistant Programs. In order to determine eligibility for the Federal Work Study Program, students must complete the financial aid application process through the ASU Financial Aid Office. Eligible students are awarded a certain amount of money that they may earn through working part-time each semester on campus or at an off-campus agency with whom the Career Center has a contract. Students enrolled in graduate school may participate in the Graduate Assistant Program. Graduate Assistants work part-time on campus in exchange for a reduced tuition rate as well as a monthly stipend. The Student Assistant Program offers part-time on campus work for any student enrolled at ASU. Unlike the Federal Work Study Program, this program is not need-based; completion of the financial aid process is not required. Students may use ASU CareerLink (accessible through the Career Center website) to view the majority of the Federal Work Study, Graduate Assistant and Student Assistant job listings.

**CAREER DEVELOPMENT:** Meet with our career advisors through individual appointments to receive customized job search and career guidance assistance by major. Advice and critique services include résumé, cover letter, on-line profile, and mock interviews. Career Advisors are available to assist students with career exploration, self-assessments, career trends, labor and salary data and employer research methods. Throughout the academic year we conduct campus and major-specific seminars on job search strategies, career exploration and career preparation. These seminars include résumé, CV, and cover letter writing, portfolio development and presentation, interviewing techniques, choosing a major, developing effective job search tools, and networking resources.

**CAREER FAIRS:** The Career Center offers two campus job fairs in February each year. The Employer Expo links students and graduates to employers with part-time and full-time opportunities and with graduate and professional schools that have graduate programs of interest. The Educator Expo is also held each February for Education students and alumni seeking K-12 teaching opportunities. Each fall and spring the office sponsors a job fair with other colleges in the state that is hosted in Atlanta for those considering relocation upon graduation. Throughout the year, the office also promotes career fair events coordinated by other organizations.

**TECHNOLOGY:** The Career Center website provides links to a number of electronic applications for ASU student use. In addition to ASU CareerLink, we offer an electronic Career Guide, SIGI and GCIS career assessment and exploration systems, Career Spot Videos, and links to other job search and career exploration sites. In the Career Center, on-site computers are available for students' use in creating résumés, accessing ASU CareerLink, and researching employment opportunities. A fax machine is available to students for submitting application materials to employers free of charge.

### ***The Conservatory Program at ASU (706-731-7971)***

The Conservatory Program provides professional instruction in music to children and adults in the Greater Augusta area. The Conservatory Office is located in Galloway Hall, but most of the instruction takes place in the ASU Fine Arts Building. The program offers four kinds of musical instruction: 1) private lessons in voice, all orchestra and band instruments, piano, guitar, and recorder; 2) class lessons for voice, beginning guitar, beginning piano, and music theory; 3) ensembles for middle and high school students (string orchestra, wind ensemble, jazz band); 4) summer camps—week-long day sessions for piano, choir, band, and orchestra. Public concerts and recitals are scheduled for both soloists and ensembles each semester.

### ***Continuing Education (706-737-1636)***

Continuing Education is proud to offer courses to benefit ASU faculty, staff, and students, as well as Augusta's community at large. Our offerings include test prep, medical coding, computer applications and programming, foreign language, job skills, management, and a wide variety of other non-credit courses on an ongoing basis. A number of these courses are available on campus and over 600 online courses are offered monthly. For the most part, there are no admissions requirements to register for Continuing Education classes.

The Continuing Education Unit (CEU) is awarded for satisfactory completion of a professional development program. PLUs (Professional Learning Units) are available to teaching professionals for designated courses. Permanent records are maintained by the Continuing Education Division and transcripts are available upon request.

### ***Cooperative Education (706-737-1604) [www.aug.edu/career\\_center](http://www.aug.edu/career_center)***

Cooperative Education is an academic program that provides an excellent means to develop marketable skills in the workplace to complement a student's educational experience in the classroom. Co-op positions are paid positions that are structured to enhance the curriculum and expand the knowledge of the student. Students receive documentation of the Co-op experience on the academic transcript as a non-credit course. There are three Co-op plans for student participation. Under the Parallel plan, students work part-time and attend school concurrently. The Alternating plan allows students to rotate between semesters of full-time work and school. The Co-op Intern program is a paid, career related work experience for one semester only.



To apply for the Co-op program, a full-time student must have a declared major and a minimum Overall 2.5 GPA, be of sophomore standing or better, and be willing to work at least two academic semesters in a Co-op assignment (Co-op Intern excluded from two semester commitment). Call the office for an appointment for more details.

**Copy Center** (706-667-4161) [www.aug.edu/cso/](http://www.aug.edu/cso/)

The copy center can meet all duplication needs and give documents the professional quality that students want and need. Services include: color copies, black and white copies, transparencies, folding, binding, shrink-wrapping, and much more. The copy center is located in the Central Service warehouse behind the Science Building. Hours of operation are Monday–Friday 8 a.m.–4:30 p.m.

**Counseling Center** (706-737-1471) [www.aug.edu/counseling/](http://www.aug.edu/counseling/)

The Counseling Center strives to promote services for personal growth and development. Free and confidential counseling services are available for currently enrolled students and employees of ASU. Alumni career counseling services are available to eligible ASU graduates for a reasonable fee. The Center is located on the 1st floor of Boykin Wright Hall, 1015 Johns Road. Office hours during the semester are 8 a.m. to 4:30 p.m. After hours appointments may be scheduled on Mondays and Tuesdays until 6 p.m. by calling 706-737-1471.

- **Counseling Services:** The Center provides individual academic, career and personal counseling. Examples may include helping clients choose an appropriate major or career goal, improving study skills or test taking or addressing personal problems related to stress, anxiety or depression. Those seeking career exploration have access to various career and interest inventory assessments. The Center also maintains a career library stocked with books, covering a wide range of career related subjects, and computer assisted career guidance programs such as the Georgia Career Information System (GCIS) and DISCOVER. Clients pursuing personal counseling for issues that may require long term counseling or specialized treatments not appropriate for the Center will receive assistance with an appropriate community referral.
- **Self Help Seminars:** Each semester, the Center offers free seminars on study skills, time management, test taking and stress management. Other specialty seminars vary by semester but typically include topics such as financial planning, career decision making, relationships, and self-esteem. Faculty and staff development programs target special professional issues.
- **Internship Opportunities:** Graduate internships are available to ASU students enrolled in the psychology and counselor education masters programs. Interested students should visit or call the Center to learn more details and to obtain an internship application. Internships are granted on a space available basis following a careful screening and interview process. Interns are supervised by licensed counselors and complete an orientation and training period prior to providing individual career, academic and personal counseling. Interns also participate in coordinating and facilitating outreach programs such as classroom presentations and self-help seminars.

**Cultural and Entertainment Programs**

A wide spectrum of cultural and entertainment programs is provided for students through the dance-concert series, film series, and Lyceum series. Outstanding members of the creative and performing arts are brought to campus to enrich the educational, personal, social, and cultural components of the student life. These programs are funded by Student Activity fees.

**Lyceum Series:** The Augusta State University Lyceum Committee was formed with the spirit of the ancient Lyceum in mind. The committee presents to the Augusta State University community the finest in stimulating and entertaining lectures, music, theatre, and dance. The result has been a series of uniformly high quality programs funded by Student Activity fees.

**Film Series:** Each semester from August through May the university presents films of outstanding international reputation. Most have been unavailable in local theaters or rental outlets. The series thus provides film students and film lovers with an invaluable opportunity to study the art of cinema.

**Curriculum Center** [www.aug.edu/ccenter/](http://www.aug.edu/ccenter/) (706-737-1659)

The Curriculum Center, a part of Media Services, (see also p. 39), provides a variety of materials and services designed to meet the needs of the university's students and faculty. Located in University Hall Room 152, the Curriculum Center features a collection of children's literature, activity-based magazines and other materials for preparing lesson plans for K-12, a small collection of K-12 textbooks, study guides for the Praxis I and II tests, and other materials that students will find useful, especially in preparing class and lab assignments for education courses. Laminating and book binding are also provided for small fees. A die-cut machine is available for use in cutting out letters and shapes for bulletin boards. Information about most Curriculum Center materials may be obtained through GIL, the library's computerized catalog.

**Disabilities Services, Office of** (See *Testing and Disability Services*, p. 41)

## **Email Policies and Procedures**

### **Policies**

Electronic mail (email) is an official method of communication at Augusta State University, delivering information in a convenient, timely, cost-effective and environmentally sensitive manner. It is the policy of this institution that:

- all students, faculty and applicable personnel have access to email, and
- the university may send official communications via email and electronic mailing lists.

**Student Email.** All students registered for classes at Augusta State University are provided an email account through their access to the ASU Campus Pipeline system. The University may use this email account to send communications to the student body. Student email addresses will be recorded in the university's electronic directories and records. Students are responsible for reading official university email in a timely fashion.

**Privacy Issues.** While email is personalized and relatively confidential, there is no guarantee of absolute privacy in a computer system. Computer users should be aware that the Georgia Open Records Act applies to records stored in computers as well as on paper. Recent rulings indicate that the public has a right to review any documents created on email by government officials and that companies who own the media on which email is implemented have the right to read that email. Federal and state law may require the university to examine email under some circumstances including provision of messages to outside agencies. However, employees of Information Technology Services at Augusta State University are prohibited from accessing information for which they have no job-related "need to know." They are also expected to maintain the strictest confidentiality regarding any information obtained during the course of fulfilling their job function.

**Appropriate Use of Email.** All use of email will be consistent with other university policies, including the Augusta State University computer and network usage policy. Policies concerning acceptable use of information technology resources can be found on the Information Technology Services website ([www.aug.edu/its/policies.html](http://www.aug.edu/its/policies.html)). Email is not appropriate for transmitting:

sensitive or confidential information  
obscene material  
chain letters or "mail bombs"

hoaxes, scams, false warnings  
mass mailings

Misuse of Augusta State University email is subject to penalty including, but not limited to, suspension from email use, banning from email use, suspension from Augusta State University, or expulsion from Augusta State University.

**Legal Issues.** All use of email will be consistent with local, state, and federal law including laws against private use of state property, divulging confidential educational records, copyright infringement, fraud, slander, libel, harassment, and obscenity. Laws against obscene or harassing telephone calls apply to computers that are accessed by telephone.

### **Procedures**

**Information Technology Services.** Contact Information Technology Services immediately if:

- you are bothered by uninvited email and have asked the sender to cease yet the email persists;
- you require specific instructions about or assistance with email accounts.

Helpdesk services for students are also available from Information Technology Services.

**Student Use of Email.** The following procedures apply to student email accounts:

- 1) Students are expected to check their Augusta State University official email no less than twice per week;
- 2) Faculty may require students to check their email more frequently than twice per week;
- 3) Faculty may also require students to subscribe to university provided electronic mailing lists or other lists related to their coursework.

Changes to this policy will be authorized by approval of the Faculty Policies Committee. Questions or comments about this policy should be directed to the Vice President for Academic Affairs.

## **Endowed Professorship Positions**

**The Cree-Walker Chairs:** The Cree-Walker Professorships in Business Administration, Communications, and Education were established in memory of the Reverend and Mrs. Howard T. Cree and Mr. J. Miller Walker, the parents and husband of the late Mrs. J. Miller Walker. The chair in business administration was established to help in bridging theory to practice and maintaining links between the James M. Hull College of Business and the community. The chair in communications is intended to be a catalyst to enhance the interface between the School of Business Administration and the communications program in the College of Arts and Sciences and to ensure a contemporary perspective in teaching, research, and professional service associated with the field of communications. The chair in the College of Education is intended to be a catalyst to enhance pre-service and in-service teacher education programs at the university.

**William S. Morris Eminent Scholar in Art:** The Eminent Scholars Chair in Art was approved in March of 1988 by the Board of Regents of the University System of Georgia. The chair, named in honor of the late William S. Morris, is the first

Eminent Scholars Chair at any University System state university-level institution. The \$1 million endowment for the chair was established through contributions from William S. Morris III, chairman of the board and chief executive officer of Morris Communications Corp., parent company of The Augusta Chronicle; the Georgia General Assembly; and the Augusta State University Foundation, Inc. The Georgia Eminent Scholars Endowment Trust Fund was created in 1985 by the Georgia General Assembly. The purpose is to provide challenge grants to University System of Georgia colleges and universities to endow chairs designed to attract eminent scholars to join their faculties.

**The Maxwell Chair:** The Grover C. Maxwell Chair of Business Administration was established by the three sons of Grover Cleveland Maxwell, Sr. A \$150,000 trust fund was established to promote and encourage teaching proficiency and high scholastic attainment at Augusta State University. The Maxwell Professor of Business Administration is selected by the President of Augusta State University with the advice of a special committee.

### **Financial Aid (706-737-1431)**

See p. 19 of this catalog.

### **First Year Experience (706-729-2174) [fye@aug.edu](mailto:fye@aug.edu)**

The First Year Experience (FYE) is designed for first time students as a way to make an easy and fun transition into college. FYE provides a supportive network for students to adjust to Augusta State University's academic, social, and cultural environment. The goal of the FYE is to increase retention and help students successfully progress toward graduation. Participants will take classes with other FYE students, live together at University Village, have an immediate support group with assigned staff mentors, participate in study sessions, attend campus social and athletic events, be a part of a social support system that will help students meet new people, interact, share experiences with other first year students. The First Year Experience program is open to all first year students who have signed a lease with University Village. Visit ASU's First Year Experience website at <http://www.aug.edu/fye> for more information.

### **Grants Administration and Sponsored Programs**

Grants Administration and Sponsored Programs Office, or Grants Office, is the primary point of contact for all faculty and staff seeking funding for research, instruction, service and other related activities. The office provides extensive support in the development of proposals, budget development, editing, and preparation. The Grants Office is the official gateway for all proposals, contracts and other applications submitted to external funding sources and is the home for all compliance matters related to research and all sponsored program activity.

### **Grover C. Maxwell Performing Arts Theatre (See - Maxwell Performing Arts Theatre)**

### **HIV Policy**

NOTE: This policy is based in part on recommendations from The American College Health and Human Services' Guidelines for Prevention of Human Immunodeficiency Virus and Hepatitis B Virus Health Care and Public Safety Workers.

The spread of HIV (human immunodeficiency virus) is a serious public health problem in the United States. The medical, social, legal and ethical issues associated with HIV/AIDS affect colleges and universities as well as society as a whole.

HIV is the causative agent of Acquired Immune Deficiency Syndrome (AIDS). AIDS destroys the human body's defense system and allows life-threatening infections and unusual cancers. There is no known cure or vaccine for prevention. An individual can transmit the virus even in the absence of symptoms. Available medical knowledge indicates the transmission is primarily through sexual contact or through sharing of needles. According to the Centers for Disease Control, contracting the disease in one's normal daily activities is not known to occur.

Because of the seriousness of the HIV/AIDS issue, Augusta State University establishes this policy, which focuses on prevention (through education of students, faculty, and staff) and on the compassionate treatment of those afflicted.

Anyone in the Augusta State University community who becomes aware of an HIV/AIDS related situation involving an employee, student, or visitor shall follow the guidelines stated in this policy.

1. **ADMISSION OR EMPLOYMENT:** Augusta State University accepts otherwise qualified individuals presenting themselves for admission, or employment, irrespective of their HIV status.
2. **DISABLING CONDITIONS:** Persons who are HIV positive may be considered by law to have disabling conditions. The legal rights of these individuals must be guaranteed, and existing support services for disabled individuals made available to students or employees disabled by HIV infection.
3. **STUDENT ATTENDANCE:** Augusta State University students who are HIV infected, whether they are symptomatic or asymptomatic, will be allowed regular class-room attendance as long as they are physically and mentally able to attend classes as determined by current Augusta State University standards.

4. **ACCESS TO FACILITIES:** There will be no unreasonable restriction of access on the basis of HIV infection to student or employee facilities, snack bars, gymnasiums, swimming pools, recreational facilities, or other common areas.
5. **SELF-DISCLOSURE:** Neither students, student applicants, employees, nor applicants for employment at Augusta State University will be routinely asked to respond to questions concerning the evidence of HIV infection.
6. **IMMUNIZATIONS:** Incoming students known to have HIV infection need not be exempted from Augusta State University requirements for non-live virus vaccinations since only live-virus vaccinations have potentially serious consequences for HIV-infected persons. Persons who are required to receive live virus immunizations should consult with their private physician or the Richmond County Health Department for current recommendations.
7. **INFORMATION, TESTING, AND COUNSELING:**  
*TESTING:* Students or employees requesting HIV antibody testing will be referred to the local board of health.  
*INFORMATION AND COUNSELING:* Information and counseling are available through the campus Counseling Center.  
*EDUCATION:* All undergraduate students at Augusta State University must take WELLNESS (WELL 1000) as a graduation requirement. This course includes information on HIV/AIDS. Seminars, lectures, and the campus newsletter will be used to update faculty, students, and staff on HIV-related issues as new information is made available or additional issues need to be addressed.
8. **CONFIDENTIALITY:** According to the American College Health Association, current medical information concerning HIV status neither justifies nor requires warning others of the presence of someone with HIV/AIDS. Situations in which disclosure will be made will be determined on a case-by-case basis in consultation with counseling services.
9. **TEACHING LABORATORIES:** Laboratory courses requiring exposure to blood, in which blood is obtained by a finger stick, will use disposable equipment, and no lancets or other blood-letting devices should be reused or shared. All sharps and needles will be disposed of in puncture-resistant containers designated for this purpose. All teaching laboratories should conform to OSHA standards for management of blood-borne pathogens.
10. **COLLEGIATE SPORTS:** Augusta State University Sports programs conform to NCAA sports guidelines concerning the management of blood borne pathogens. Disposal of biohazardous waste shall be disposed of in accordance with the Occupational Safety and Health Act, Standard 1910.1030.
11. **JOB PERFORMANCE:** Faculty, staff, students, and all other persons affiliated with Augusta State University shall perform the responsibilities of their positions irrespective of the HIV status of students or co-workers.
12. **BEHAVIOR RISK:** Students, faculty, and staff who are HIV positive and who are aware of the potential danger of their condition to others and who engage in behavior (while performing their employee or student-related activities) which threatens the safety and welfare of others may be subject to discipline in accordance with Augusta State University disciplinary procedures and/or prevailing law.
13. **PUBLIC SAFETY:** When responding to an emergency situation where there is the threat of, or evidence of blood or body fluids, officers will wear disposable latex gloves and disposable face masks if necessary. The portable pocket mask will be used for artificial respiration by those performing CPR.
14. **APPLICABILITY TO OTHER AUGUSTA STATE UNIVERSITY HIV POLICIES:** More specific written policies may be developed as needed by Department Chairpersons. All policies must be compatible with the university-wide policy.

**Information Technology Services (706-737-1484) [www.aug.edu/its](http://www.aug.edu/its)**

Information Technology Services (ITS) is the primary provider of information technology for Augusta State University. Our goal is to support the mission of ASU by providing technological leadership and service for the campus while focusing on customer service for our constituent groups: our students, our faculty and our staff.

The resources available to the university community are rapidly expanding. JagNET, the Augusta State University Network, is the campus-wide fiber optic network linking computer labs, academic and administrative offices, and Reese Library. JagNET provides access to PeachNet, the University System of Georgia's state-wide network, and the Internet, which provides access to computing resources all over the world.

Our computing environment is composed of a state-of-the-art fiber optic network, a combination of Windows-and UNIX-based servers and minicomputers, and an extensive array of computer labs available for student use. Our administrative offices and faculty have access to a wide range of evolving technology to support the campus. Most of our academic and administrative systems use Oracle for the database management system.

All students are assigned a JagNET computer account called a JagNET ID. This account permits use of campus student computers, Internet resources and personal network and web server space. This personal storage can be accessed remotely by individuals with a valid JagNET ID. In addition, all students are assigned a Campus Pipeline portal account that gives access

to campus news and events, web mail, classroom tools, and a calendaring system. Grades, registration for classes, financial aid information, and more are all accessible in the portal using ELROY (Electronic Resources On-line for You.)

WAASU (Pronounced Wah/Zoo), is Wireless Access @ Augusta State University. Wireless network access is available for all ASU faculty, staff, and currently enrolled students. With a laptop computer or other portable device and an 802.11b compatible wireless Ethernet card installed, you can access the web from wherever there is a wireless "cloud" (A cloud is that area covered by the wireless network--check the ITS website for the latest cloud coverage). Clouds are available in Allgood Hall, Washington Hall, Reese Library, Christenberry Fieldhouse, Science Hall, University Hall, the Jaguar Student Activities Center and the J. Fleming Norvell Golf House.

The university provides special training on campus-specific software packages, electronic mail, and other resources through a combination of periodic seminars and individual instruction. This training is available to students, faculty, and staff and is provided free of charge.

The university has been able to expand significantly and update student technology resources using the student technology fee. Computer labs are systematically updated and new resources are continually added. There are over 900 computers in e-study areas, Internet cafes, departmental labs, and general campus labs, including a lab in the student housing at University Village. Services include printing, scanning, and laptop checkout. Information Technology Services is the Internet Service Provider (ISP) for University Village. The ITS HelpDesk is available to assist students connecting their computer to the network and to provide basic PC management tools. The Helpdesk is available in multiple locations with phone support available by calling 706-737-1482 Monday through Friday from 8 a.m. until 4:30 p.m. (regular business hours with the exception of ASU holidays).

### **Insurance**

By special arrangement the university approves a student health insurance policy which also provides benefits for accident and accidental death and dismemberment. The magnitude of student participation in the plan allows the insurer to offer excellent benefits for a minimal premium. Applications for student insurance are available in the Office of the Vice President for Student Services in Bellevue Hall.

### **Jag Card** (706-737-1400) [jagcard.aug.edu](http://jagcard.aug.edu) Email: [jagcard@aug.edu](mailto:jagcard@aug.edu)

The JagCard is the official student identification card at Augusta State University. The JagCard is used for door and gate access at University Village and other locations around campus. Students, faculty, and staff may also use the card as payment at locations such as vending machines, campus dining, the bookstore, media services, library, public safety, copy center, photocopiers and many other locations. Students, faculty, and staff may add value to their JagCard using cash, check or charge at the JagCard Office in the Jaguar Student Activity Center, the ASU Bookstore in Washington Hall or the Business Office in Fanning Hall; they may add value using cash only at the JagCard terminals in the Allgood Hall lobby or the University Village clubhouse.

The JagCard, which remains the property of ASU, should be carried with you at all times and must be presented when requested by a University official. Lending the card to anybody is a violation of regulations and is subject to penalty. Lost or stolen JagCards must be reported immediately to the JagCard Office, second floor of the Jaguar Student Activities Center, Room 236, 706-731-7080 or online at [jagcard.aug.edu](http://jagcard.aug.edu) and the replacement charge is \$15.00.

### **Library** (706-737-1744) [www.aug.edu/library](http://www.aug.edu/library)

Reese Library, the information center of [Augusta State University](http://Augusta State University), provides a wide variety of [services](#) for students. [Thousands of journals, newspaper articles and books](#) are available in electronic full-text through GALILEO, an initiative of the University System of Georgia. In support of student learning and research there is a collection of more than 500,000 print and online books, plus an extensive collection of [government publications, special collections and archives](#) of materials relating to Augusta State and the greater Augusta area, over 500 print periodicals and more than 45,000 [online journal](#) titles.

There are quiet study areas, casual seating areas and study rooms, a family room for students with children, wireless connectivity to the Internet, photocopiers, microfilm copiers, laptops and MP3 players available to borrow, computer equipment and enlargers for those visually-challenged, and more than 70 public computers providing access to online databases and full-text information.

[GIL](#), the library's computerized catalog, gives access to information about library materials and other university system libraries. [GALILEO](#), a statewide computer system, provides a wealth of additional information resources including more than 300 journal and newspaper databases, some with full text. These and other electronic information resources are available in the library, on the campus computer network, and, in most cases from off-campus computers with a [password](#). Contact the Reese Library Reference department (706-737-1748) for current availability and access information.

Materials from other libraries may be obtained through interlibrary loan via the University System of Georgia Universal Catalog's [GIL Express](#) for books and via [ILLIAD](#) for books and journal articles, with the option of having journal articles delivered directly to campus email accounts.

[Instructional sessions](#) for classes and individuals are scheduled each semester (706-737-1748). Reese Library also offers a two-credit-hour course, ILIT 1500, which focuses on finding and evaluating research materials for a term paper. The course is offered each semester.

The building is named for Dr. and Mrs. John T. Reese, parents of alumna Katherine Reese Pamplin. The [three-story 80,000 square foot library](#) has a seating capacity of just over 500. The library is open [85.5 hours a week](#) when classes are in session. Hours are abbreviated during breaks in the academic schedule. For assistance, professional librarians are available in the library whenever the library is open, or call 706-737-1748.

### **Maxwell Performing Arts Theatre (706-729-2310)**

[http://www.aug.edu/student\\_services\\_division/pat/welcome.html](http://www.aug.edu/student_services_division/pat/welcome.html)

The Grover C. Maxwell Performing Arts Theatre is the cultural heart of the ASU campus. Students take center stage at the Maxwell Theatre. The Department of Music ensembles and the ASU Theatre events provide ample performance opportunities for students. Students, faculty, staff, and community members attend a broad variety of events. The Student Activities Lyceum Series presents national and international music, dance, and theatre companies. Also part of Lyceum, the Harry Jacobs Chamber Music Society brings a rich series of world class performers to campus and the Augusta Symphony calls the Maxwell Theatre home for its Publix Family Series.

The Maxwell's stage and stage thrust multi-level extension make the theatre extremely versatile. Performances from opera and theatre to symphony and dance all feel at home on the Maxwell stage. The theatre is an intimate venue for the audience with each of its 750 seats remarkably close to the stage. Many performances at the Maxwell Theatre are free to ASU students, faculty, and staff with a valid ASU ID, and all performances are reasonably priced for the general public. For information about upcoming performances, call the box office at 706-667-4100. For technical information about the theatre call the Theatre Production Coordinators' office at 706-667-4099.

### **Media Services (706-737-1703)**

[Media Services](#), a part of Reese Library, is located in University Hall Room 156. Dedicated to serving the university's instructional technology needs, Media Services includes the Media Center, Classroom Services, [Curriculum Center](#), (see also p. 34), satellite conferencing and IP videoconferencing. Tours and instructional training are provided for individuals and classes. Viewing Rooms 157 and 160 are available with state-of-the-art Surround Sound, high resolution video projection, VCR, DVD players, and a computer with Internet.

The Media Center features a media collection of over 6,500 items in different formats, including interactive laser disc, audio cassette, compact disc, record albums, 16mm film, CD ROM, and 35mm slide. Items can be used at 30 individual carrels. Instructional support services include an equipment and material check out system, video and audio duplication and editing, and the production of presentations using videotape, audiotape, 35mm slide, multimedia, DVD, CD duplication, and color laser printing. Items available for checkout include laptop computers, digital still cameras, digital video cameras, tripods, and videos.

Classroom Services provides a wide range of audiovisual presentation equipment available to students for use in all academic classrooms. Reservations for delivery and setup are requested in advance.

### **Performing Arts Theatre (See - Maxwell Performing Arts Theatre)**

### **Physical Plant (706-737-1590; FAX 706-731-7970)**

The mission of the Physical Plant Department is to efficiently construct, renovate, maintain, operate and service the campus building, utilities, and grounds in order to provide a clean, comfortable, safe, healthy, and attractive environment for learning and working. Requests for facility work should be submitted to the Physical Plant using a work-request form or calling in a service call to x1590 from any campus phone.

### **Public Relations and Publications Office (706-737-1444)**

The Office of Public Relations and Publications offers and coordinates services to enhance the visibility and accurately project the image of Augusta State University. The office is responsible for news/media relations, publications, advertising, institutional identity, web design, and strategic public relations planning.

### **Public Safety Services (706-737-1401)**

The mission of the Augusta State University Department of Public Safety is to complement and support the University by providing services which contribute to the preservation of life, the protection of property, the safety of the campus community and the facilitation of vehicle and pedestrian traffic movement on campus. To contact public safety call 1401 from any campus phone.

### **Research Center (706-667-4426; FAX: 706-667-4116)**

The Research Center is a nonprofit organization established to serve the Central Savannah River Area. The center is an integral part of Augusta State University and utilizes the expertise of the faculty and staff. The center provides all types of

research. Specific survey services offered include political surveys, market research, focus groups, and other data collection and analysis projects.

A benefit to the university is student involvement in research activity. Many of the projects are of a type that permits students to serve effectively as support personnel. The center is self-supporting and depends upon users' fees charged to the clientele.

### **Student Activities (706-737-1609)**

The Office of Student Activities provides students with the opportunity to become involved in areas outside the classroom that complement academic undertakings. It also strives to provide an educational foundation by learning through doing and by enabling students to be creative, responsible, and productive citizens. The development of the "whole person" is a cornerstone of Student Activities programming. These outside activities support the stated purpose of Augusta State University and are part of the institution's philosophy.

The Office of Student Activities is responsible for many areas funded by the Student Activities fee. This office provides advice and assistance to the Student Senate, Jaguar Activities Board, Judicial Cabinet, fraternities, sororities, and chartered clubs and organizations. In addition, the office provides ID cards, meeting room reservations, a leadership library, and a central information center. The office also publishes the *Jaguar Student Handbook* and the semester calendar.

### **Student Development (706-729-2351)**

The Office of Student Development assists Augusta State University students in retention and academic advancement efforts. The office serves to bridge the gap between students, faculty, and staff. For some students, the pursuit of higher education may present particular challenges and the office provides special assistance and motivation to such students, as well as offering guidance and assistance with academic, social, cultural, and personal concerns. This office also oversees the efforts of the **Minority Advising Program**, which is open to all students and was specifically established to enhance the academic welfare of minority students in the University System of Georgia. The Program's goals include the promotion of academic success, development of human potential, and the creation of an environment that fosters the success and retention of minority students. For additional information please visit the office web site at [http://www.aug.edu/student\\_development](http://www.aug.edu/student_development)

### **Student Government Association (706-737-1608)**

The Student Government Association (SGA) serves as a means for student input and involvement. It is composed of four branches: Executive, Judicial, Senate, and Jaguar Activities Board. All student positions on faculty-student committees and the Judicial Cabinet are appointed by the SGA President. Traffic appeals are heard by the Judicial Cabinet. The Senate is the legislative body for the SGA. The Jaguar Activities Board is the primary programming board of the university. Numerous positions are available to students interested in collegiate planning and service.

### **Student Organizations**

A complete listing can be found in the Student Handbook.

### **Student Records (706-737-1408)**

Permanent academic records are maintained by the Registrar in the Office of Student Records located on the main floor in Payne Hall. Under the provisions of the Family Educational Rights and Privacy Act of 1974 (often referred to as the "Buckley Amendment"), a student attending a post-secondary educational institution may examine his or her permanent record maintained by the institution to assure the accuracy of its contents. This Act also provides that no personally identifiable information will be released to any party not authorized to have access to such information without the written consent of the student.

### **Student Services (706-737-1411) [www.aug.edu/student\\_services\\_division/dean\\_of\\_students.html](http://www.aug.edu/student_services_division/dean_of_students.html)**

The mission of Student Services is to provide opportunities for student growth at all levels of development—personal, social, academic, cultural, and professional—and to provide student services that contribute to educational programs and student success. The Vice President for Student Services and Dean of Students is charged with supervising the Counseling Center, the Career Center, Testing and Disability Services, Financial Aid, Student Activities, International Student Programs, the First Year Experience Program, University Village and the Grover C. Maxwell Performing Arts Theatre. The Assistant Dean of Students works closely with the Vice President to coordinate International student programs and other special projects focusing on the first-year experience. The Vice President enforces the Student Code of Conduct and serves as faculty advisor to the Student Judicial Cabinet. The office also provides housing and student health insurance information. The Student Services office is located in Bellevue Hall and is open from 8 a.m. until 4:30 p.m., Monday through Friday. To arrange an appointment after hours, call 706-737-1411 or email the office at: [deanofstudents@aug.edu](mailto:deanofstudents@aug.edu).

### **Study Abroad Office (706-729-2306) <http://www.aug.edu/studyabroad/>**

The study abroad office is located in Allgood Hall E134 and is open from 8 a.m. to 4:30 p.m. every day. The office provides opportunities for students to travel abroad on academic programs and earn credit towards their degree.

Additionally, the office provides opportunities for students to earn money towards the payment of their study-abroad experience through fundraising, work opportunities and scholarships. Students should come to the office for more information on programs, funding, academic content, and any other issues pertaining to experiences abroad.

## **Testing and Disability Services (706-737-1469) (TDD 706-667-4684)**

[www.aug.edu/testing\\_and\\_disability\\_services](http://www.aug.edu/testing_and_disability_services)

The Office of Testing and Disability Services provides national and institutional testing and helps to ensure an accessible and positive college experience for students with disabilities. The Center is located in the quadrangle next to Fanning Hall. Office hours are 8 a.m. to 4:30 p.m.

• **Testing Services** administers the University System of Georgia COMPASS exam, the University System of Georgia Regents' Test, departmental Exit Exams, and other institutional tests. Testing Services also oversees the administration of national testing programs such as the PRAXIS, Graduate Record Examination (GRE) subject tests, the American College Testing Program (ACT), Law School Admissions Tests (LSAT), Test of Essential Academic Skills (TEAS), Miller Analogies Test (MAT), College Level Examination Program (CLEP), and other national tests as the need arises. Call to inquire about other examinations not listed here. Some of the tests have fees and require registration. Fees and test dates vary and can be obtained by calling the Office. Testing information can be picked up from the Office.

• **Disability Services** provides assistance to students who have either a physical, emotional or learning impairment which substantially limits one or more life activities. To receive services, students must provide current documentation of the disability from a qualified professional. The Board of Regents' criteria for evaluations must be followed in the documentation of learning disorders or attention deficit disorders.

It is important to note that Disability Services may require advanced notice (two months or more before the student's first day of class) in order to coordinate reasonable accommodations. Please contact the Office in order to schedule an appointment.

Certain auxiliary aid services, like sign-language interpreters, may take several months to coordinate. Augusta State University uses the services of the Alternative Media Access Center (AMAC) to provide books in an alternative format for students who have a documented need for this accommodation. Depending on availability, books in an alternative format may take seven to ten days (if already available in an alternative form) to several months for production (if the text is not available in an alternative form). It is therefore necessary for students who need specialized services to plan their future accommodations at least a semester in advance.

Learning Disabilities (LD): Students who have been diagnosed within the last three years or believe that they have a learning disability, should contact the Office of Testing and Disability Services for information related to LD documentation and testing. In assisting students with learning disabilities, Augusta State University follows the definition and criteria for evaluation established by the Board of Regents (BOR) of the University System of Georgia. The Office of Testing and Disability Services does not provide testing for learning disabilities, however, referrals to the appropriate Regents' Center for Learning Disorders must be received through this office. Testing may also be conducted by a qualified professional utilizing the BOR criteria for outside evaluations (only assessments meeting BOR criteria will be accepted as documentation of a learning disability).

## **Veterans' Affairs (706-737-1606)**

Augusta State University maintains a full-time Office of Veterans' Affairs (OVA) to assist veterans in maximizing their educational experience. The OVA coordinates and/or monitors ASU and VA programs, policies, and procedures as they pertain to veterans. The Office of Veterans' Affairs is housed in the Registrar's office on the first floor of Payne Hall.

As students at Augusta State University, veterans and certain other persons may qualify under Chapters 30, 31, 32, 33, 35, Title 38, and Chapter 1606 and 1607 Title 10, UNITED STATES CODE, for financial assistance from Veterans Affairs. Eligibility for such benefits must be established in accordance with policies and procedures of the VA. Interested persons are advised to investigate their eligibility early in their planning for college. Pertinent information and assistance may be obtained from the Augusta State University Office of Veterans' Affairs. New or returning students should make adequate financial provisions for one full semester from other sources, since payments from the VA are sometimes delayed.

The Office of Veterans' Affairs furnishes the Veterans Affairs certifications of enrollment. Eligible persons should establish and maintain contact with the OVA to ensure their understanding of and compliance with both VA and university policy, procedure, and requirements, thereby ensuring timely and accurate receipt of benefits and progress toward an educational objective.

Each person receiving VA education benefit payments is responsible for ensuring that all information affecting his or her receipt of benefits is kept current, and each must confer personally with the staff in the OVA at least once each semester to keep his or her status active and current to receive funds. Those persons using Chapter 33 must bring their Certificate of Eligibility (COE) into the OVA prior to the beginning of their first semester.

**Web Site, ASU** [www.aug.edu/](http://www.aug.edu/)

## **Writing Center (706-737-1402)**

The ASU Writing Center is located in University Hall Room 235. It is open during fall and spring terms 8 a.m. to 10 p.m. Monday through Thursday and 8 a.m. to 1 p.m. Friday. Summer hours are 9 a.m. to 1 p.m. We assist students from all disciplines with their composition skills. From planning and organization, to the final editing, our tutors will assist all currently enrolled students with all aspects of the writing process. Visit our web site at [http://www.aug.edu/writing\\_center](http://www.aug.edu/writing_center).





# ***Student Rights and Responsibilities***

ASU is committed to nurturing intellectual diversity on the campus. While faculty members have the responsibility to present in the classroom their understanding of current scholarship in their fields, and at appropriate times should feel free to express their personal opinions, they should create an atmosphere where students feel free to retain their own beliefs, and should treat with respect dissenting opinions which are civilly and sincerely expressed. However, faculty bear responsibility for managing the classroom and are under no obligation to ensure that all opinions are expressed or that opposing opinions receive equal class time; faculty members may determine that some opinions or subjects—which might be maintained and discussed elsewhere on campus—are inappropriate for individual classrooms. Students should not be rewarded or assessed according to whether they as individuals share their professors' personal opinions; students should be appropriately assessed on their understanding of generally accepted theories and ideas current in the field.

In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members.

## ***Academic Honesty***

**Definition:** Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others. In general, academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes the following:
  - a. Copying from another student's paper.
  - b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
  - c. Collaboration with another student during an examination.
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or the use of any such material.
  - e. Substituting for another person during an examination or allowing such substitution for oneself.
  - f. Bribery of any person to obtain examination information.
2. Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person's actual works; whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
3. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work or in laboratory work offered for evaluation and credit, unless such collaboration is specifically approved in advance by the instructor.
4. Credential misrepresentation is the use of false or misleading statements in order to gain admission to Augusta State University. It also involves the use of false or misleading statements in an effort to obtain employment or college admission elsewhere, while one is enrolled at Augusta State University.

**Faculty Responsibility:** It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify any situation peculiar to the course that may differ from the generally stated policy. He or she should furthermore endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

**Student Responsibility:** It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about a situation, he or she should consult with his or her instructor.

**Procedures:** Upon encountering a violation of academic honesty by a student, a faculty member should:

1. Confront the student and make the charges known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. Decide what action is appropriate.
4. Remind the student to refer to the ***Student Academic Appeals*** and ***Student Academic Grievances*** procedures outlined below.

If the action is less severe than a WF for the course:

1. Report the violation and the action taken to the chairperson of the department in which the violation occurred, who will then report the matter to the Dean of that College.
2. Decide whether the incident shall be made part of the academic dishonesty file in the office of the Vice President for Academic Affairs.

If a WF for the course:

3. Notify the Dean of the College through his/her departmental chairperson and initiate a WF withdrawal form. At this point, the matter shall be reviewed by a departmental committee, the chairperson, or the Dean.
4. If those reviewing the matter do not agree with the interpretation of the evidence or with the action taken by the faculty member, they may ask him/her to reconsider. After reconsidering the matter, the faculty member may stand by the original decision and forward the WF withdrawal form to the Dean.
5. If those reviewing agree with the faculty member, the withdrawal form shall be forwarded to the Dean.

The Dean shall:

1. Review each faculty member's recommendation for a WF for the course, check the academic honesty status of the student via the academic dishonesty file, and either let the WF stand or make some other recommendation. The final decision shall be made by the faculty member.
2. If the WF is to stand, send the withdrawal form to the Registrar and request the Vice President for Academic Affairs to enter the violation in the academic dishonesty file.
3. Notify the student in writing of the action taken, remind the student of his/her right to appeal as outlined below, and inform the student that if he/she plans to appeal, the appeal must be filed within three calendar days.
4. Notify the involved faculty member in writing of the action taken.

The Vice President for Academic Affairs shall:

1. Upon a student's second offense requiring a WF for a course, expel the student from Augusta State University and direct the Registrar to enter the phrase "Ineligible to Register" on the student's permanent record.
2. Maintain the academic dishonesty file so that all appropriate administrators have access to the record of violations but also so that the student's rights to limited access shall be safe-guarded.

Should the student desire to appeal the decision that a violation of academic honesty occurred, he or she may appeal that finding via the academic grievance process. A student who wishes to appeal shall submit a written grievance (as defined in stage two of the Student Academic Grievance policy) to the appropriate dean. The dean will provide copies of the written grievance to the instructor, the department chair, and the Academic Policies Committee and will ask the Academic Policies Committee to arrange a hearing in the manner set forth in this catalog under stage three of Student Academic Grievances. The grievance will proceed beginning at stage three, section A of the grievance process.

### ***Discipline***

Augusta State University has defined the relationships and appropriate behavior of students as members of the university community through the document *Student Code of Conduct* in the *Student Handbook*. The document is available to all members of the university community through the Office of the Dean of Students.

The students of Augusta State University have established a precedent of exemplary behavior as members of the university and civic communities. Individuals and groups are expected to observe the tradition of decorum and behave in no way which would precipitate physical, social, or emotional hazards to other members of the university community. Improper behavior is at once a breach of tradition and inconsistent with the aims and objectives of the university. Such behavior subjects the student to disciplinary probation, suspension, expulsion, or other appropriate disciplinary measures.

## ***Student Academic Appeals***

An academic appeal is a request for review of an administrator's decision made with respect to an individual student which bears upon his/her student career. The appeals procedure does not apply to issues which have broad application to the university as a whole or to constituent groupings within the university. However, appeals can be made in matters such as admission, transfer of credit, probation, suspension, dismissal, and other similar matters. A supervisor's decision in an appeal can itself be appealed, but there is no appeal of the President's decisions except in cases where it is reasonably alleged that a decision against the student was based on discrimination with respect to race, sex, age, handicap, religion, or national origin.

A student may file an appeal whenever he or she can reasonably claim that an administrator's decision affecting his or her program of study was not justified by the procedures and/or guidelines established to govern that decision. It is not necessary that the student allege discrimination or other wrongdoing on the part of the administrator.

The student should submit the appeal in writing to the immediate supervisor of the administrator whose decision he or she questions. It is the student's responsibility to gather the evidence necessary to support his or her case and to include that evidence when submitting the written appeal. In preparing the appeal, the student should keep in mind that the primary issue is whether the administrative decision was justified by the procedures and/or guidelines established to govern that decision.

The supervisor to whom the appeal is made may choose to appoint and be advised by a consultative board composed of students and/or faculty and/or administrators of the supervisor's own choosing, and may also choose to charge such a board with hearing oral arguments and/or with making inquiries into specified matters of fact. However, if a student has alleged discrimination on the basis of race, sex, age, handicap, religion, or national origin, a consultative board must be appointed and must include at least one student and at least one faculty member who is not an administrator. In no case will the supervisor be bound by the advice of the board.

## ***Student Academic Grievances***

The following grievance procedure primarily applies to a student's alleged violations of his or her rights by his or her instructor. However, if a student's problem is related to admission, transfer of credit, probation, suspension, or dismissal, he or she may wish to enter an academic appeal, as described in the previous section of this manual. If the student's problem is with an administrator's decision regarding a matter between the student and the instructor, the student should use the academic **appeals** process unless he or she can reasonably claim that the administrator's decision constitutes a violation of his or her rights. In the latter case, the student may choose to use the academic **grievance** procedure, adapting it to his or her case so as to begin with the administrator and his or her supervisor rather than the instructor and his or her chair and dean (as outlined below). The Academic Policies Committee is the final arbiter of whether such a grievance against an administrator should be resolved instead through the appeals process. If the student's problem is related to a non-academic issue, the student should refer to the Student Conduct Code.

If the student wishes to initiate a grievance, he or she must follow the student academic grievance procedure as outlined below, keeping in mind the following principles:

1. As outlined in Stage One below, except when the complaint is of the most egregious nature or is related to intellectual diversity, the student must start with a sincere attempt to settle the dispute in an informal manner with the instructor. In general, administrators can initially hear the student's concerns and refer him or her to this document, but they will not discuss any specific grievance until the appropriate procedural steps have been taken. The Dean of Students or designee may serve an advisory role for the most egregious incidents or those involving intellectual diversity by hearing specific grievances and facilitating the procedures outlined below.
2. Within the guidelines of the institution, faculty have authority and responsibility for course content, classroom procedure, and grading, except insofar as it can be shown that a decision was arbitrary or capricious, or based on discrimination with respect to race, religion, sex, handicap, age, or national origin.
3. In order for a student to prepare his or her case, keep in mind that when he or she presents the facts, the burden of proof is on him or her, not on the instructor.
4. Students who have legitimate grievances which cannot be resolved at the departmental level are encouraged to pursue their cases and follow the procedures outlined below. However, frivolous or mendacious complaints are discouraged. Students and faculty are further advised that adherence to the full truth represents the best service to their cases, and indeed that misstated or overstated claims by the principals or their witnesses about the misdeeds of others may lead to civil penalties.

Administrators shall not discuss the details of a specific grievance with a student who has not followed the procedure outlined herein, and any representative of a student must follow the same procedure. Public statements about a case shall be withheld by the parties involved, by the board of review, and by all participants in the hearings until the final decision has been communicated to the parties to the grievance. If and when an official statement is made of the result of the procedures outlined below, it shall be made through the office of the appropriate dean. Access to the written record of the hearing, and to all other

records, findings, and recommendations of the board of review and any administrators involved in appeals shall be limited to authorized personnel.

In the following document, the term “faculty” shall be construed to mean those persons defined as “faculty” by the Bylaws and Policies of the Board of Regents, the Statutes of the University and those persons appointed by the President to administrative positions at the institution. Further, the term “days” denotes normal working days on which university classes meet. Weekends, holidays, final exam periods, and breaks between and within semesters are not to be counted in calculating these time lines. It should be understood that, at each level in the academic chain of command above the instructor, e.g. the department chair, dean of the college, vice president for academic affairs, and president of the institution, the administrator may designate an appropriate representative. Once a student has initiated a written grievance procedure, all responses along this chain of command must be in writing.

**I. Stage One: The Informal Procedure.** Unless the complaint is of the most egregious nature or is related to intellectual diversity, the student must make a sincere attempt to settle a dispute in an informal manner with the instructor. If the student is still not satisfied with the instructor’s decision, the student may then discuss the matter with the instructor’s department chair. Should the dispute involve an issue of intellectual diversity, the student may choose to discuss the issue with the department chair instead of with the instructor. If the problem remains unresolved, the student may then discuss the matter with the instructor’s dean.

For the most egregious incidents or those involving intellectual diversity, the student may feel uncomfortable speaking to the instructor about the matter. In these cases, the student may elect to have initial discussions of the matter with the instructor’s immediate supervisor. Prior to meeting with academic personnel, the student may contact the Dean of Students or designee who may be able to assist in informal resolution with the academic unit but is otherwise not a party to the grievance process.

**II. Stage Two: The Written Grievance.** If the student has exhausted the procedures outlined in section I above, he/she may continue as follows:

- A. The student shall submit the grievance in writing to the instructor involved.  
This document, hereinafter referred to as the written grievance, shall include, but not be limited to, all supporting documentation and a statement of the specific relief sought by the student. The written grievance must be submitted to the instructor no later than midterm of the semester following the actions which gave rise to the grievance.
- B. If agreement is not reached within five days of the receipt of the written grievance by the instructor, the student may appeal the instructor’s decision to the department chair. The student shall so advise the chair within five days of receiving that decision.
- C. The department chair shall respond to the written grievance within five days of receiving it. The student may choose to appeal the chair’s response by submitting a copy of the grievance to the dean of the appropriate college. The appeal must be made within five days of the student’s having received the response. No appeal may be initiated after the fifth day following the student’s receipt of the chair’s response. As an alternative to a formal hearing (see Stage 3), if the student is not satisfied with the solution, the student is encouraged to refer the matter to the Alternative Dispute Resolution (ADR) Committee. Augusta State University has chosen mediation as its ADR process. Mediation involves the use of a neutral third party who seeks to aid the disputants in their effort to reach a mutually satisfying resolution. A student choosing the ADR process should submit a written grievance to the Dean of Students, rather than to the academic dean. Upon completion of the ADR process, if no formal resolution has been reached, the student may then move on to Stage 3 by submitting a written grievance to the appropriate academic dean within five days.

**III. Stage Three: The Formal Hearing.** If agreement is not reached within five days of the submission of the written grievance to the dean, the dean or either party may ask the Academic Policies Committee to arrange a hearing before a formal board of review.

- A. The person submitting this request to the Academic Policies Committee shall transmit with it a copy of the written grievance and any other documents or exhibits which he/she considers pertinent.
- B. Within five days of receiving the request to arrange a hearing, the Academic Policies committee shall act upon that request. In the case of a grievance against an administrator, the committee shall first determine whether the problem should more appropriately be resolved through the academic appeals process or whether the academic grievance process is the appropriate context. In the latter case, the committee shall then determine how to adapt the procedures of the academic grievance process to this particular situation. It shall then appoint a board of review, hereinafter referred to as the board, in the following manner:
  1. The board shall consist of five to seven members, including faculty members, at least one student, and the Dean of Students or his/her designate. One of the faculty members shall be designated by the Academic Policies Committee to serve as the chair of the board.
  2. The Academic Policies Committee shall consult with the parties to assure that its selection of a chair is acceptable to both parties. Each party shall also be permitted to strike from one to three other proposed members from the board. When a party strikes a proposed member, the committee will name another in his/her place; such substitutions may also be struck by either party if that party has not already exhausted his/her three strikes.
  3. No party to the dispute shall be a member of the board.

4. Immediately upon acceptance of the appointment by the chair of the board, the chair of the Academic Policies Committee shall deliver to him/her the written grievance and all other documents and/or exhibits received by the committee in the context of the grievance.
- C. Within five days of the appointment of the board, the chair shall convene a preliminary closed session of the board for the following purposes:
  1. To determine the day and hour of the hearing. The hearing must begin within 10 days of the preliminary session.
  2. To distribute to the board all prior communications and documents pertinent to the grievance, including copies of the written grievance.
- D. After the preliminary meeting of the board, the chair shall:
  1. Continue attempts at arbitration at any appropriate point in these proceedings.
  2. Prepare an agenda for the hearing and arrange for a meeting place.
  3. Engage the assistance of the Associate Vice President for Academic Affairs in utilizing the services of a confidential secretary or other appropriate means to obtain a verbatim written record of the proceedings.
  4. Give written notice to both parties at least five days before convening the hearing. In so doing, the chair shall advise the parties of their procedural rights, which shall include the right of due process and specifically the right to:
    - a) Have present a non-participating advisor. The faculty member may have present either a member of the legal profession or a full time Augusta State University faculty member. The student may have present any one individual and may choose to replace that individual with another at any point during the hearing.
    - b) Call for supporting witnesses.
    - c) Inquire into all written and oral testimony, depositions, and exhibits of evidence.
    - d) Know the identity of all witnesses and the authors of all written testimony and have the opportunity to confront all such persons by cross-examination or by affidavit.
    - e) Endeavor to rebut all evidence.
    - f) Interpret and summarize their individual positions, particularly in relation to wider issues of academic rights and responsibilities.
    - g) Be informed of the findings and recommendations of the board. The chair shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to section III(D)4 of this document.
- E. The hearing shall be held in closed session. The chair shall distribute copies of the agenda to the parties, the board members, and any witnesses who may have been called. The chair shall supervise the proceedings and shall rule on any unusual or special elements with respect to procedures of the board after giving due notice to disputing parties or their representatives of their procedural rights.
- F. The parties involved must present their own cases even though counsel may be present during the formal hearing. Normally, the presentations shall include a lucid statement of the case, a presentation of the case by affidavits, testimony and/or exhibits, and a summary which includes a statement of the specific relief sought from the board.
- G. The board shall try to complete the agenda for the hearing in one session. If this is not possible, the term "hearing" as used throughout this document shall apply collectively to all sessions taken together. The board shall in any case see to it that all sessions of the hearing have been concluded within five days of the first session of the hearing.

#### **IV. Stage Four: Deliberations of the Board and its Report**

- A. Within five days of the conclusion of the hearing, the chair shall see to it that copies of a written verbatim record of the hearing are distributed to the members of the board, to the two parties, and to the appropriate dean.
- B. Within five days of the distribution of the written verbatim record, the board may choose to meet more than once, but in no case may the deliberations continue past the tenth day following the distribution of the written verbatim record. The board shall confine its deliberations to the case presented.
- C. Within five days of reaching a decision, the board shall issue to the appropriate dean a written report giving its findings and recommendations.

#### **V. Stage Five: The Dean's Decision**

- A. If the board has found that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, and if the board has recommended appropriate relief, the dean may order that relief. Such relief may include, but is not limited to, a change in a disputed course grade. If the board has made a recommendation on a basis other than a finding that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, the dean may order that the recommendation shall be followed.
- B. Within five days of receiving the board's findings and recommendations, the dean shall forward the following by registered mail to each of the parties involved:
  1. A copy of the board's findings and recommendations.
  2. The dean's decision with regard to any relief sought by the parties and/or recommended by the board.
  3. Notification to both parties of the right to appeal before the dean takes action. The dean shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to section VI of this document.

- C. If no party makes a written appeal within five days of having been notified by the dean of his/her decision, that decision shall be considered final and the dean shall see to its implementation.

## **VI. Stage Six: The Appeals Process**

- A. It is particularly emphasized that senior administrators are not to be contacted about the details of a grievance except in the context of an appeal. Neither of the parties is to take his/her case to senior administrators until after the procedures set forth above have come to their conclusion. This rule applies equally to any representative of the parties.
- B. Neither the faculty grievance procedure nor any other procedure may be invoked as a substitute for the appeals process set forth below.

### **C. Appeal to the Vice President for Academic Affairs**

1. If either party wishes to appeal the decision of the dean, he/she must do so in writing to the Vice President for Academic Affairs within five days of receiving notification from the dean. The appeal shall include, but is not limited to, the following:
  - a) Copies of the written grievance, of the findings and recommendations of the board, of the written verbatim record of the hearing, and of the dean's letter notifying the parties of his/her decision.
  - b) An explanation of the reason for the appeal.
  - c) A specific statement of the relief which the appellant is seeking from the vice president.
2. In the case of an appeal by the student, if the vice president finds that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, he/she may order relief for the student, including but not limited to a change in a disputed course grade.
3. Within five days of receiving the written appeal, the vice president shall forward his/her decision to the appropriate dean, to the two parties, and to the chairs of the board and the Academic Policies Committee. In communicating this decision, the vice president shall advise the two parties of the right to appeal to the president before the vice president's decision takes effect. The vice president shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to sections VI(D) and VI(E) of this document.
4. If no party makes a written appeal within five days of having been notified by the vice president of his/her decision, that decision shall be considered final and the vice president shall communicate it to the appropriate dean, who shall see to its implementation.

### **D. Appeal to the President**

1. If either party wishes to appeal the decision of the Vice President for Academic Affairs, he/she must do so in writing to the president of the university within five days of being notified of the vice president's decision.
2. At the same time, the appellant shall give notice of the appeal to the Vice President for Academic Affairs, who shall thereupon forward to the president the materials listed above in section VI(C)1.
3. In the case of an appeal by the student, if the president finds that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, he/she may order relief for the student, including but not limited to a change in a disputed course grade.
4. The president shall communicate his/her decision to the two parties, the chairs of the board and the Academic Policies Committee, the Vice President for Academic Affairs, and the appropriate dean.
5. If either party wishes to appeal the president's decision to the Board of Regents, he/she shall so advise the president in writing within five days of receiving that decision. If no party so advises the president within those five days, the decision shall be considered final and the president shall communicate this to the appropriate dean, who shall see to its implementation.

### **E. Final Disposition**

Final disposition of the case shall be made in accordance with Article IX of the By-Laws of the Board of Regents of the University System of Georgia:

*Any person in the University System for whom no other appeal is provided in the Bylaws and who is aggrieved by a final decision of the president of an institution, may apply to the Board of Regents, without prejudice to his/her position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days following the decision of the president. It shall state the decision complained of and the redress desired. A review by the Board is not a matter of right, but is within the sound discretion of the Board. If the application for review is granted, the Board or a committee of the Board or a Hearing Officer appointed by the Board, shall investigate the matter thoroughly and report its findings and recommendations to the Board. The Board shall render its decision thereon within 60 days from the filing date of the application for review or from the date of any hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes.*

Under current Board of Regents procedures, action by the president on grade appeals is the final and binding administrative decision; however, in making a policy decision to reject routine grade appeals, the Board of Regents did not intend to bar the receipt of grade complaints grounded upon alleged invidious discriminatory motivations, such as improper considerations of race, gender, national origin, religion, age, or handicap.

## ***Confidentiality of Student Records***

Under the provisions of the Family Educational Rights and Privacy Act of 1974, Augusta State University has established policies concerning the confidentiality of student educational records. Students have the right to seek correction of the contents of these records, to place an explanatory note in a record when a challenge is not successful, and to control (with certain exceptions) the disclosure of the contents of their records.

Directory information concerning an individual student, including name, address, email address, telephone number, place of birth, height and weight of members of athletic teams, major, participation in athletic and student activities, dates of attendance, degrees, awards and honors, photographs and most recent institution attended, is generally available for release unless a student specifically requests in writing that this information not be released. This request must be submitted in writing to the Registrar's Office.





# AUGUSTA STATE UNIVERSITY

## UNDERGRADUATE PROGRAMS

Augusta State University offers scores of carefully designed undergraduate programs. Each has been approved by the faculty of Augusta State University, by the Board of Regents of the University System of Georgia, and by accrediting authorities.

The Core Curriculum, (described below) is a required part of all Bachelors programs at Augusta State University and is presented first, followed by a description of the ASU Honors Program. Finally, descriptions of individual academic programs are listed alphabetically by college.

Substitutions of courses are permitted only under certain circumstances; see the entries entitled **Course Substitution** and **Curriculum Changes** (p. 22). Except as provided in these entries, you must take a program exactly as it is set forth in this catalog.

### General Education Statement

From the origins of intellectual study to the present, general education has been a key to a fulfilling life of self-knowledge, self-reflection, critical awareness, and lifelong learning. General education has traditionally focused on oral and written communication, quantitative reasoning and mathematics, studies in culture and society, scientific reasoning, and aesthetic appreciation. Today, general education also assists student in their understanding of technology, information literacy, diversity, and global awareness. In meeting all of these needs, general education provides college students with their best opportunity to experience the breadth of human knowledge and the ways that knowledge in various disciplines is interrelated.

In the University System of Georgia, general education programs consist of a group of courses known as the Core Curriculum as well as other courses and co-curricular experiences specific to each institution. The attainment of general education learning outcomes prepares responsible, reflective citizens who adapt constructively to change. General education programs impart knowledge, values, skills, and behaviors related to critical thinking and logical problem-solving. General education includes opportunities for interdisciplinary learning and experiences that increase intellectual curiosity, providing the basis for advanced study in the variety of fields offered by today's colleges and universities.

# General Education Learning Outcomes

I. **Communication:** Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.

The student will demonstrate competence in communication by

- a. Demonstrating information acquisition skills using a variety of techniques and methods.
- b. Comprehending and interpreting written and spoken communications in various disciplines.
- c. Analyzing critically and assimilating a body of information in oral and written forms.
- d. Presenting information in oral and written form, according to contemporary professional standards of delivery, using standard English and appropriately cited sources, such that the presentation is accurate, coherent, ethical, effective, and appropriate for the audience and goal of the communication.

These outcomes are primarily addressed in core areas A and B.

II. **Quantitative Reasoning and Mathematics:** Quantitative reasoning and mathematics will be characterized by logic, critical evaluation, analysis, synthesis, generalization, modeling, and symbolic, verbal, numerical, and graphical problem solving.

The student will demonstrate competence in quantitative reasoning and mathematics by

- a. Modeling and expressing various quantitative relationships in symbolic, verbal, numerical, and graphical forms and shifting among these forms to solve problems.
- b. Solving problems by evaluating, analyzing, and synthesizing information using appropriate technology.
- c. Extracting quantitative data from a given situation, analyzing the data, making logical deductions and arriving at reasonable conclusions.

These outcomes are primarily addressed in core areas A and D.

III. **Historical, Cultural, and Social Perspectives:** Historical, cultural, and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and geographical relationships; and flexibility, open-mindedness, and tolerance.

The student will demonstrate competence in historical, cultural, and social perspectives by

- a. Understanding and appreciating the diversity and complexity of individual and group human behavior.
- b. Describing and analyzing historical, economic, political, social and geographical structures and how they develop, persist, interact, and change.
- c. Identifying and analyzing multiple perspectives on issues relevant to contemporary society.

These outcomes are primarily addressed in core area E.

IV. **Scientific Reasoning:** Scientific reasoning will be characterized by understanding science as a process, developing laboratory techniques, using quantitative relationships, and applying experimental design in order to understand and predict phenomena.

The student will demonstrate competence in scientific reasoning by

- a. Using scientific principles and knowledge to explain and predict natural or human phenomena.
- b. Distinguishing theoretical from empirical relationships.
- c. Demonstrating qualitative and quantitative skills in using appropriate tools to critically observe and analyze phenomena.

These outcomes are primarily addressed in courses from the natural and social sciences in core areas D and E.

V. **Aesthetic Perspective:** Aesthetic perspective will be characterized by critical appreciation of the arts of various cultures as media for human expression.

The student will demonstrate competence in aesthetic perspective by

- a. Appreciating individual works of art and art forms from various cultures.
- b. Interpreting works of art as expressions of human experience.
- c. Discerning the impact and role of artistic achievement in society.

These outcomes are primarily addressed in core areas B and C.

# Core Curriculum

For all Bachelors Degrees

## Area A Essential Skills 9

### English

- ENGL 1101 English Composition I  
or ENGL 1113 Honors Freshman Composition I 3
- ENGL 1102 English Composition II  
or ENGL 1114 Honors Freshman Composition II 3  
(A grade of C or better is required in English 1101, 1102,  
1113, and 1114; see *ENGL 1101 and 1102 Policy*, p. 24)

### Mathematics 3

#### Non-Science Track:

- MATH 1111 College Algebra or MATH 1101 Introduction to  
Mathematical Modeling

#### Science Track: (Biology, Chemistry, Computer Science, Mathematics, Physical Science, Physics)

- MATH 1113 Precalculus Mathematics

## Area B Institutional Options 4

- HUMN 2001/HUMN 2002 World Humanities (Part of a two  
semester, eight-hour sequence; remainder in Area C) 2
- COMS 1010 Introduction to Communication or 2  
COMS 1020 Fundamentals of Human Communication  
(a 3-hour alternative to COMS 1010) or  
HONR 1010 Honors Introductory Seminar: The Nature of Inquiry  
(a 3-hour *Honors* alternative to COMS 1010/COMS 1020)

## Area C Humanities and Fine Arts 6

- HUMN 2001/HUMN 2002 World Humanities I and II  
(Part of a two semester, eight-hour sequence, remainder in Area B)

## Area D Science, Mathematics and Technology 11

### Option I Non-Science Majors 8

#### Choose two of the following:

- ASTR 1000 Introduction to the Universe
- BIOL 1101 Fundamentals of Biology or  
BIOL 1107 Principles of Biology I
- BIOL 1102 Environmental Biology or  
BIOL 1108 Principles of Biology II
- CHEM 1151 Survey of Chemistry I or  
CHEM 1211 Principles of Chemistry I
- CHEM 1152 Survey of Chemistry II
- CHEM 1212 Principles of Chemistry II
- GEOG 1112 Introduction to Weather and Climate
- GEOL 1121 Geology (Physical) I
- GEOL 1122 Geology (Historical) II
- PHSC 1011 Physical Science
- PHYS 1111 Introductory Physics I or  
PHYS 2211 Principles of Physics I
- PHYS 2212 Principles of Physics II or  
PHYS 1112 Introductory Physics II

#### Choose one additional course from those above or from: 3-4

- MATH 1120 Contemporary Mathematics
- MATH 1113 Precalculus Mathematics
- MATH 1220 Applied Calculus
- MATH 2011 Calculus and Analytic Geometry I
- MATH 2210 Elementary Statistics

### Option II Science Majors

#### Choose a sequence of two laboratory courses from the following: 8

- BIOL 1107/BIOL 1108 Principles of Biology I and II
- CHEM 1211/CHEM 1212 Principles of Chemistry I and II
- PHYS 1111/PHYS 1112 Introductory Physics I and II
- PHYS 2211/PHYS 2212 Principles of Physics I and II

Choose one of the following mathematics courses:	4
MATH 2011 Calculus and Analytic Geometry I (Note: 4th hour counted in Area F or non-core 60 hours) or	
MATH 2210 Elementary Statistics (option for biology majors only)	
<b>Area E Social Sciences</b>	<b>12</b>
HIST 2111/HIST 2112 United States to 1877/United States since 1877	3
POLS 1101 American Government	3
Choose one of the following:	3
ANTH 2011 Cultural Anthropology	
ECON 1810 Introduction to Economics	
PSYC 1101 Introduction to General Psychology	
SOC 1101 Introduction to Sociology	
Choose one of the following:	3
ANTH 1102 Introductory Anthropology	
ANTH 2011 Cultural Anthropology	
ECON 1810 Basic Economics	
ECON 2105 Macroeconomics	
ECON 2106 Microeconomics	
GEOG 1111 World Geography	
HIST 1111 Pre-Modern World Civilization	
HIST 1112 Modern World Civilization	
HIST 2111 United States to 1877	
HIST 2112 United States since 1877	
PHIL 1000 Introduction to Philosophy	
POLS 2401 Global Issues	
PSYC 1101 Introduction to General Psychology	
PSYC 1103 Introduction to the Behavioral and Social Sciences	
PSYC 2150 Introduction to Human Diversity	
SOC 1101 Introduction to Sociology	
SOC 1103 Introduction to the Behavioral and Social Sciences	
SOC 1160 Social Problems Analysis	
SOC 2241 Multiculturalism in Modern Society	
<b>Area F Courses Related to the Major</b> (see specific degree programs)	<b>18</b>
<b>Total Hours</b>	<b>60</b>

# AUGUSTA STATE UNIVERSITY HONORS PROGRAM

The ASU Honors Program offers superior students the opportunity to pursue a program of study that leads to recognition as an Augusta State University Honors Program Graduate. Balancing breadth and depth, the ASU Honors Program includes sections of core courses specifically designed for able and energetic learners, seminars that cross the boundaries of discipline and/or culture, a thesis, and the possibility of additional honors work in the major field. The Honors Program is not a separate degree program, but is designed to augment the course work required for a degree. In most cases, honors courses can be substituted for required credits. The Honors Program offices are housed in Allgood Hall E122 (706-729-2083).

The ASU Honors Program is affiliated with the National Collegiate Honors Council, the Southern Regional Honors Council, and the Georgia Honors Council, making available to interested ASU students a variety of honors opportunities nationwide.

## Honors Program Classes

Honors classes differ in kind from other classes. They are usually smaller; they involve more interaction with the instructor; they encourage independent work and collaboration among students and between students and professors. Often professors in honors courses see themselves more as facilitators than as instructors or lecturers, and, when possible, guide students to work with primary materials. Honors classes ask students to explore course work more actively and intensively, but students are **not** evaluated on a more demanding grading scale than in other courses.

## Recognition

Honors Program Graduates are honored with a certificate at ASU's Honors Night, and their diplomas and transcripts carry the designation Honors Program Graduate.

## Program Requirements

To earn recognition as an ASU Honors Program Graduate, a student accepted into the program must complete the requirements below and have an overall GPA of 3.3. Should the GPA drop below the required 3.3, the student will be allowed to continue in the program on probationary status as long as the GPA does not drop below 3.2. Students will not be allowed to begin work on a thesis proposal (HONR 3999) or thesis (HONR 4000) with a GPA below 3.3.

### Freshman/Sophomore Requirement: 5 courses - 15 semester hours

HONR 1010: Honors Introductory Seminar: The Nature of Inquiry  
(and)

4 Honors Sections of Core Courses. A section of HONR 1900 can count as one of these four. One of the four must be multicultural or interdisciplinary.

### Junior/Senior Requirement:

HONR 3900: Honors Seminar: Breaking Boundaries - 3 semester hours

One upper division honors elective to be selected from the following:

- a second section of HONR 3900,
- a departmental honors course (departmentally approved independent study or a regular departmental offering with an additional honors component), or
- an approved honors alternative - 3 semester hours

The HONR 3999-4000 sequence (begun in the junior year and completed by the end of student's penultimate term):

HONR 3999: Thesis Prospectus—1 semester hour

HONR 4000: Honors Thesis—2-3 semester hours

HONR 4500: Honors Capstone—1 semester hour

Taken in the senior year, ideally in student's last term.

## Eligibility and Admissions

Students may seek entry into the Honors Program by submitting a completed application to the Honors Program Director. Application forms are available in the Honors Program office or at [www.aug.edu/honors\\_program/Applications.htm](http://www.aug.edu/honors_program/Applications.htm).

**An Entering Freshman** who meets **one** of the following criteria is invited to join the Honors Program:

- (1) Combined SAT scores of 1160 or more and a cumulative high school GPA of 3.2 or better.
- (2) Combined SAT scores of 1100 or more and a cumulative high school GPA of 3.5 or better.

**Students Already Enrolled at ASU** are invited to join the Honors Program if they are not simultaneously in Learning Support, have completed 9 semester hours of academic work at ASU, and have an overall GPA of 3.4.

*To be able to complete program requirements without taking several additional courses, students should seek acceptance into the program and begin taking honors courses early in their careers.*

**Transfer students** who bring in an unadjusted 3.4 GPA on at least 9 semester hours of course work from another institution and have SAT scores at least equivalent to those required of entering ASU honors freshmen will be eligible to register immediately for honors courses on a space available basis. They will be eligible to apply for admission to the Honors Program after they have completed 6 semester hours at ASU with an ASU overall GPA of 3.4. Honors courses taken before a student is formally admitted to the program may count toward Honors Program Graduation.

Students transferring from another institution's Honors Program are subject to the general transfer policy defined above, but, once admitted to the Honors Program, will be able to count Honors Program hours completed at their previous institution(s) toward completing Honors Program Requirements at ASU.

ASU students who are not simultaneously in Learning Support, and who have completed 6 or more semester hours at ASU with an unadjusted GPA of 3.4 may take Honors Program courses on a space available basis.



# Katherine Reese Pamplin College of Arts and Sciences

The Katherine Reese Pamplin College of Arts and Sciences, by offering a broad array of undergraduate courses and degree programs and selected graduate degrees, provides students with strong foundations in liberal arts and sciences as well as preparation for careers, citizenship, and a life-long love of learning. Dedicated to excellence in teaching and advising, the Pamplin College of Arts and Sciences is also committed to creating opportunities for intellectual growth, community involvement, and development of an academic community which models humane values and respects human diversity.

Members of the faculty of the Pamplin College of Arts and Sciences are as follows:

**Dean:** Parham, R.R.  
**Associate Dean:** Jarman, R.O.  
**Assistant Dean:** Gardiner, T.C.

**Director of Georgia Science Olympiad:** Wellnitz, W.R.

**Assistant Vice President for International Affairs:** Carter, H.

## **Department of Art**

Professor: Casaletto, K.; Hollingsworth, P.; MacTaggart, Alan C., Chair; Nakashima, T.V.; Onofrio, J.L.; Rust, B.L.; Schwartz, M.; Williams-Whiting, J.E.

## **Department of Biology**

Professor: Saul, B.M.; Wear, D.J.; Wellnitz, W.R.  
Associate Professor: Christy, C.M.; Griner, R.D., Chair; Snyder, D.C.; Tugmon, C.R.  
Assistant Professor: Bates, C.S.; Bennetts, S.T.; Cromer, R.B.; Terry, C.H.

## **Department of Chemistry and Physics**

Professor: Hauger, J.A., Chair; Colbert, T.M.; Crute, T.D.; Myers, S.A.; Sullivan, S.  
Associate Professor: Hobbs, D.S.; Zuckerman, E.J.  
Assistant Professor: Busch, H.C.; Datta, T.; Miao, S.; Stephens, C.E.; Poppeliers, C.J.

## **Department of Communications and Professional Writing**

Professor: Clements, S.R.; Kellman, L.A.; van Tuyll, D.R.  
Associate Professor: Aubrey, K.L.; Cope, C.S.; Davis, R.; Hayward, P.A., Chair; Johnson, E.D., III; Pukis, R.E.  
Assistant Professor: Bosisio, M.J.; Ford, S.A.  
Lecturer: Joiner, D.E.; Ortiz, Gaye W.

## **Department of English and Foreign Languages**

Professor: Bloodworth, W.A., Jr.; Evans, W.E.; Johnson, L.B., Chair; Parham, R.R.; Sandarg, J.D.; Robertson, J.D.  
Associate Professor: Bledsoe, R.S.; Heckman, C.M., Assistant Chair; Hoyos-Salcedo, P.P.; Prinsky, N.R.; Sadenwasser, T.L.; Sladky, P.D.; Williams, S.D.  
Assistant Professor: Armstrong, Rhonda J.; Griswold, S.Y.; Hoffman, T.A.; Kisting, W.R.; Leveziel, F.C.; Sutherland, N.E.  
Lecturer: Brodak, M.A.; Hodge, A.E.

## **Department of History, Anthropology, and Philosophy**

Professor: Bishku, M.B.; Fissel, M.C.; Mixon, W.; van Tuyll, H.P., Chair  
Associate Professor: Turner, W.J.; Weiss, S.D.  
Assistant Professor: Abdelnur, H.J.; Bratton, A.R.; Cantu-Trunzo, J.M.; McClelland-Nugent, R.E.; Searles, M.

## **Department of Learning Support**

Professor: Dodd, W.M.  
Associate Professor: Duignan, M.M.; Gardiner, T.C.  
Assistant Professor: Cohen, J.T.; Craig, C.M., Chair/Director of University College; Kelliher, M.W.; Luoma, K.E.; Richardson, S.; Whittle, S.T.  
Instructor: Cook, S.R.; Hayes, K.M.; Huggins, E.W.; Reed, P.M.; Veldboom, B.J.

**Department of Mathematics and Computer Science**

Professor: Benedict, James M.; Robinson, S.L., Chair; Sethuraman, S.N.

Associate Professor: Dowell, M.L.; Jarman, R.O.; Medley, M.D.; Rychly, C.J., Assistant Chair; Sligar, J.C.; Smith, N.O.; Thiruvaiyaru, D.S.; Wang, Y.

Assistant Professor: Benedict, J. Michelle; Crawford, L.B.; Holt, D.E.; Freitag, M.A.; Sexton, J.; Stallman, C.; Terry, C.A

Lecturer: Reich, N.B.; Skeen, T.T.

**Department of Military Science**

Professor: Roe, K.J., Chair

Assistant Professor: Short, R.S..

**Department of Music**

Professor: Banister, L.L; Floyd, R.W.; Foster, R.L.; Hobbins, J.W.; Morgan, A.L., Chair; Shotwell, C.

Associate Professor: Crookall, C.E.; Jones, M.D.

Assistant Professor: Fallin, D.G

Lecturer: Myers, P.H.

**Department of Nursing**

Professor: Price, C.R., Chair

Assistant Professor: Balogh, J.D.; Collins, B.M.; Hunter, C.E.; Lorenti, S.L.; McKethan, T.L.; Merriweather, J. G.; Paul, E.E.; Roberts, J.B.; Robillard, D.L.; Slone, F.M.; Williams, M.T.

**Department of Political Science**

Professor: Bourdouvalis, C.; Ratan, S., Chair; Reinke, S.J.; Whiting, R.A.

Assistant Professor: Flanagan, P.J.; Hammond, A.; Miller, R. D.

**Department of Psychology**

Professor: Hobbs, S.H.; Reeves, R.A.; Richardson, D.S.; Widner, S.C., Acting Chair

Associate Professor: Hammock, G.S.; Rogers, R.L.; Topolski, R.L.

Assistant Professor: Bell, C.D.; Hartmann, J.Q.; Janit, A.S.; Rossi-Bastarache, N.E.

**Department of Sociology, Criminal Justice and Social Work**

Professor: Davies, K.A., Chair; Johnston, R.L.; Reese, W.A.

Assistant Professor: Foley, A.J.; Huisman Jezowski, S.J.; Hunt, H.D.; Powell, M.A.; Powell-Williams, T.A.; White, S.D.

Lecturer: Ness, R.



## ***Arts and Sciences Undergraduate Programs***

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Three programs which are available to all undergraduate students and which are not allied with one specific department – Associate in Arts, Associate in Science, and Minor in General Studies – are listed first. All remaining programs are listed alphabetically by departments, which are also listed alphabetically.

### **ASSOCIATE OF ARTS**

This is a two-year program for the student who may not complete a four-year college program. It includes the first two years of a standard non-science bachelor's degree program and would allow the student to move into the bachelor's degree program with no loss of credit.

Core Areas A-E	42
Core Area F as specified in the chosen discipline's bachelor's degree program.	18
Physical Education Must include WELL 1000	4
Total Hours for the Degree	64

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### **ASSOCIATE OF SCIENCE**

This is a two-year program for the student who may not complete a four-year college program. It includes the first two years of a standard bachelor's of science degree program and would allow the student to move into the bachelor's degree program with no loss of credit.

Core Areas A-E, for Science Majors	42
Core Area F as specified in the chosen science discipline's bachelor's degree program	18
Physical Education Must include WELL 1000	4
Total Hours for the Degree	64

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### **GENERAL STUDIES**

### **MINOR IN GENERAL STUDIES**

(Grade of C or better is required in all courses used.)

The minor requires 15 hours of course work at the 3000 and 4000 level in at least two disciplines, with at most 9 hours from one discipline. At least 9 hours must be taken at Augusta State University. Courses may not be chosen from the student's major field.

The student and the student's advisor should plan the minor around a theme appropriate to the student's educational goals. The minor is not designed to serve as a spot for placing courses which have been completed, but which do not meet another requirement. The advisor and the department chair for the student's major must approve the courses used for the minor, and the chair must sign the application for graduation as chair of the minor.

Total hours for the Minor	15
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## ART

## Bachelor of Fine Arts: Art (General)

The Bachelor of Fine Arts program is designed to prepare students for professional careers in art. It should be selected by students who plan to pursue graduate degrees in art. (Students wishing to concentrate in either two-dimensional art or three-dimensional art should refer to the B.F.A. Drawing/Painting Track or the B.F.A. Sculpture/Ceramics Track.)

### Portfolio Review

All art majors are required to submit their work for a review by the studio faculty after the completion of the following courses: Art 1520, 1530, 1211, and 12 additional hours of studio art courses (21 hours total.) Portfolio Reviews are scheduled during the fall semester. The Portfolio Review must take place the academic year preceding the year of graduation. Passing the Portfolio Review is a prerequisite for Art 4999 and a graduation requirement. If the Portfolio Review is not passed, it must be repeated and passed during the following fall semester. Portfolio Review occurs on the day after the last day of class of the fall semester.

Transfer students must meet this requirement with the provision that a minimum of three hours be done while in residency at Augusta State University and that the transfer courses for the remaining 18 hours be equivalent to the required courses listed above.

Each student should submit a minimum of 15 studio works. These are to include both two-dimensional and three-dimensional works. Media variety in works is encouraged in order to aid faculty appraisal of the student's progress.

### The Senior Exhibition

The B.F.A. degree candidate is required to mount an exhibition of artwork. The work for this exhibition must be accepted by the studio art faculty and judged to be of significant quantity and quality to demonstrate the student's professional abilities. The exhibition is completed in Art 4999 and is a graduation requirement.

Core Curriculum Area A-E for Arts Majors	42
Core Curriculum Area F	18
Take each of the following:	
ART 1211 Visual Arts I: Drawing and Design	
ART 1520 Visual Arts Freshman Studio Seminar	
ART 1530 Visual Arts II: Sculpture and Design	
ART 2212 Drawing II	
ART 2611 Art History I	
ART 2612 Art History II	
Major Concentration	60
Required courses:	27
ART 2221 Painting I	
ART 2401 Ceramics I	
ART 2700 Color Experience	
ART 3213 Drawing III: Figure Drawing	
ART 3222 Painting II or ART 3261 Watercolor	
ART 3231 Photography I	
ART 3311 Sculpture: Carving <u>or</u>	
ART 4321 Sculpture: Casting <u>or</u>	
ART 4341 Sculpture: Multimedia	
ART 3331 Figure Modeling	
ART 3721 Aesthetics and Philosophy of Art I	
Choose two from the following:	6
ART 3251 Printmaking I	
ART 4261 Printmaking II	
ART 3232 Photography II	
Choose two from the following:	6
ART 3402 Ceramics II	
ART 3403 Ceramics III	
ART 3311 Sculpture: Carving I	
ART 4321 Sculpture: Casting I	
ART 4331 Sculpture: Installation	

ART 4341 Sculpture: Multimedia

Two upper level Art History	6
Studio Art Electives	12
ART 4999 Senior Exhibition	3
Physical Education	5
Total Hours for the Degree	125



The Bachelor of Fine Arts program is designed to prepare students for professional careers in art. It should be selected by students planning to pursue graduate degrees in drawing and painting.

### Portfolio Review

All art majors are required to submit their work for a review by the studio faculty after the completion of the following courses: Art 1520, 1530, 1211, and 12 additional hours of studio art courses (21 hours total.) Portfolio Reviews are scheduled during the fall semester. The Portfolio Review must take place the academic year preceding the year of graduation. Passing the Portfolio Review is a prerequisite for Art 4999 and a graduation requirement. If the Portfolio Review is not passed, it must be repeated and passed during the following fall semester. Portfolio Review occurs on the day after the last day of class of the fall semester.

Transfer students must meet this requirement with the provision that a minimum of three hours be done while in residency at Augusta State Univ. and that the transfer courses for the remaining 18 hrs be equivalent to the required courses listed above.

Each student should submit a minimum of 15 studio works. These are to include both two-dimensional and three-dimensional works. Media variety in works is encouraged in order to aid faculty appraisal of the student's progress.

### The Senior Exhibition

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Core Curriculum Area A-E for Arts Majors		42
Core Curriculum Area F		18
Take each of the following:		
ART 1211 Visual Arts I: Drawing and Design		
ART 1520 Visual Arts Freshman Studio Seminar		
ART 1530 Visual Arts II: Sculpture and Design		
ART 2212 Drawing II		
ART 2611 Art History I		
ART 2612 Art History II		
Major Concentration		60
Required courses:	30	
ART 2221 Painting I		
ART 2401 Ceramics I		
ART 2700 Color Experience		
ART 3222 Painting II		
ART 3213 Drawing III: Figure Drawing		
ART 3231 Photography I		
ART 3261 Watercolor		
ART 3331 Sculpture: Figure Modeling		
ART 3721 Aesthetics and Philosophy of Art I		
ART 4223 Painting III		
Choose two:		
ART 4224 Painting IV	6	
ART 3262 Watercolor II		
ART 3263 Watercolor III		
ART 4214 Drawing IV		
ART 4225 Painting IV		
ART 4950 Selected Topics (Drawing or Painting)		
Choose one:	3	
ART 3251 Printmaking I		
Choose two upper level Art History courses	6	
Choose four Studio Art Electives:	12	
ART 4999 Senior Exhibition	3	
Physical Education		5
Total Hours for the Degree		125

The Bachelor of Fine Arts program is designed to prepare students for professional careers in art. It should be selected by students planning to pursue graduate degrees in sculpture or ceramics.

### Portfolio Review

All art majors are required to submit their work for a review by the studio faculty after the completion of the following courses: Art 1520, 1530, 1211, and 12 additional hours of studio art courses (21 hours total.) Portfolio Reviews are scheduled during the fall semester. The Portfolio Review must take place the academic year preceding the year of graduation. Passing the Portfolio Review is a prerequisite for Art 4999 and a graduation requirement. If the Portfolio Review is not passed, it must be repeated and passed during the following fall semester. Portfolio Review occurs on the day after the last day of classes of the fall semester.

Transfer students must meet this requirement with the provision that a minimum of three hours be done while in residency at Augusta State Univ. and that the transfer courses for the remaining 18 hrs be equivalent to the required courses listed above.

Each student should submit a minimum of 15 studio works. These are to include both two-dimensional and three-dimensional works. Media variety in works is encouraged in order to aid faculty appraisal of the student's progress.

### The Senior Exhibition

The B.F.A. degree candidate is required to mount an exhibition of artwork. The work for this exhibition must be accepted by the studio art faculty and judged to be of significant quantity and quality to demonstrate the student's professional abilities. The exhibition is completed in Art 4999 and is a graduation requirement.

Core Curriculum Area A-E for Arts Majors		42
Core Curriculum Area F		18
Take each of the following:		
ART 1211 Visual Arts I: Drawing and Design		
ART 1520 Visual Arts Freshman Studio Seminar		
ART 1530 Visual Arts II: Sculpture and Design		
ART 2212 Drawing II		
ART 2611 Art History I		
ART 2612 Art History II		
Major Concentration		60
Required Courses:	27	
ART 2221 Painting I		
ART 2401 Ceramics I		
ART 2700 Color Experience		
ART 3213 Drawing III: Figure Drawing		
ART 3231 Photography I		
ART 3311 Sculpture: Carving		
ART 3331 Sculpture: Figure Modeling		
ART 3402 Ceramics II		
ART 3721 Aesthetics and Philosophy of Art I		
Choose one:	3	
ART 3251 Printmaking I		
ART 3232 Photography II		
Choose two:	6	
ART 4341 Sculpture: Multimedia		
ART 4331 Sculpture: Installation I		
ART 4321 Sculpture: Casting I		
Choose one additional sculpture or ceramics course	3	
Choose two upper level Art History courses	6	
Choose four Studio Art Electives:	12	
Any studio courses		
ART 4999 Senior Exhibition	3	
Physical Education		5
Total Hours for the Degree		125

The Bachelor of Fine Arts program is designed to prepare students for professional careers in art. It should be selected by students planning to pursue graduate degrees in art with a concentration in Printmaking and/or Photography.

### Portfolio Review

All art majors are required to submit their work for a review by the studio faculty after the completion of the following courses: Art 1520, 1530, 1211, and 12 additional hours of studio art courses (21 hours total.) Portfolio Reviews are scheduled during the fall semester. The Portfolio Review must take place the academic year preceding the year of graduation. Passing the Portfolio Review is a prerequisite for Art 4999 and a graduation requirement. If the Portfolio Review is not passed, it must be repeated and passed during the following fall semester. Portfolio Review occurs on the day after the last day of classes of the fall semester.

### The Senior Exhibition

The B.F.A. degree candidate is required to mount an exhibition of artwork. The work for this exhibition must be accepted by the studio art faculty and judged to be of significant quantity and quality to demonstrate the student's professional abilities. The exhibition is completed in Art 4999 and is a graduation requirement.

Core Curriculum Area A-E for Arts Majors		42	
Core Curriculum Area F		18	
Take each of the following:			
ART 1211 Visual Arts I: Drawing and Design			
ART 1520 Visual Arts Freshman Studio Seminar			
ART 1530 Visual Arts II: Sculpture and Design			
ART 2212 Drawing II			
ART 2611 Art History I			
ART 2612 Art History II			
Major Concentration		60	
Required Courses:	33		
ART 2221 Painting I			
ART 2401 Ceramics I			
ART 2700 Color Experience			
ART 3213 Drawing III			
ART 3231 Photography I			
ART 3232 Photography II			
ART 3233 Photography III			
ART 3251 Printmaking I			
ART 3721 Aesthetics and Philosophy of Art I			
ART 4261 Printmaking II			
ART 4262 Printmaking III			
Choose two from the following:	6		
ART 3222 Painting II			
ART 3234 Photography IV			
ART 3402 Ceramics II			
ART 4214 Drawing IV			
ART 4263 Printmaking IV			
ART 4331 Sculpture: Installation			
ART 4341 Sculpture: Multimedia			
ART 4950 Selected Topics in Printmaking			
ART 4950 Selected Topics in Photography			
Choose two upper level Art History courses:	6		
ART 4620 Art Since 1955			
ART 4630 "Primitivism" in 20th Century Art			
ART 4640 Raphael			
ART 4650 Early Renaissance Italian Painting			
ART 4660 American Art			
ART 4670 Far Eastern Art			
ART 4722 Aesthetics and Philosophy of Art II			
SABR 4930 Study Abroad in Art and Culture I			
SABR 4930 Study Abroad in Art and Culture II			

Choose Four Upper Division Studio Art Electives	12	
ART 4999 Senior Exhibition	3	
Physical Education		5
WELL 1000	3	
Wellness Elective	1	
Wellness Elective	1	
Total Hours for the Degree		125



The major in art under the Bachelor of Arts degree follows established guidelines for treating art as a subject within the framework of liberal arts. It is recommended for the student whose interest in art is more general. (Students interested in the professional degree should read the requirements for a Bachelor of Fine Arts degree.)

### Portfolio Review

All art majors are required to submit their work for a review by the studio faculty after the completion of the following courses: Art 1520, 1530, 1211, and 15 additional hours of studio art courses (21 hours total.) Portfolio Reviews are scheduled during the fall semester. The Portfolio Review must take place the year preceding the year of graduation. Passing the Portfolio Review is a prerequisite for Art 4998 and a graduation requirement. If the Portfolio Review is not passed, it must be repeated and passed during the following fall semester. Portfolio Review occurs on the day after the last day of the fall semester.

Transfer students must meet this requirement with the provision that a minimum of three hours be done while in residency at Augusta State Univ. and that the transfer courses for the remaining 18 hrs be equivalent to the required courses listed above.

Each student should submit a minimum of 15 studio works. These are to include both two-dimensional and three-dimensional works. Media variety in works is encouraged in order to aid faculty appraisal of the student's progress.

### The Senior Exhibition

The BA degree candidate is required to mount an exhibition of artwork. The work for this exhibition must be accepted by the studio art faculty and judged to be of significant quantity and quality. The exhibition is completed in Art 4998 and is a graduation requirement.

Core Curriculum Area A-E for Arts Majors		42
Core Curriculum Area F		18
Take each of the following:		
ART 1211 Visual Arts I: Drawing and Design		
ART 1520 Visual Arts Freshman Studio Seminar		
ART 1530 Visual Arts II: Sculpture and Design		
ART 2212 Drawing II		
ART 2611 Art History I		
ART 2612 Art History II		
Major Concentration		42
Required courses:	15	
ART 2221 Painting I		
ART 2401 Ceramics I		
ART 2700 Color Experience		
ART 3231 Photography I		
ART 3721 Aesthetics and Philosophy of Art I		
Choose one:	3	
ART 3213 Drawing III: Figure Drawing or		
ART 3331 Sculpture: Figure Modeling		
Choose one:	3	
ART 3251 Printmaking I		
ART 3232 Photography II		
Choose one:	3:	
ART 3311 Sculpture: Carving I		
ART 4321 Sculpture: Casting I		
ART 4331 Sculpture: Installation		
ART 4341 Sculpture: Multimedia I		
One upper level Art History course	3	
Choose 2 studio or Art History courses	6	
ART 4998 Senior Exhibition	3	
Free electives	6	
Minor Field		18
Physical Education		5
Total Hours for the Degree		125



The major in art under the Bachelor of Arts degree follows established guidelines for treating art as a subject within the framework of liberal arts. It is recommended for the student whose interest in art is more general. (Students interested in the professional degree should read the requirements for a Bachelor of Fine Arts degree.)

### Portfolio Review

All art majors are required to submit their work for a review by the studio faculty after the completion of the following courses: Art 1520, 1530, 1211, and 15 additional hours of studio art courses (21 hours total.) Portfolio Reviews are scheduled during the fall semester. The Portfolio Review must take place the year preceding the year of graduation. Passing the Portfolio Review is a prerequisite for Art 4998 and a graduation requirement. If the Portfolio Review is not passed it must be repeated and passed during the following fall semester. Portfolio Review occurs on the day after the last day of class of the fall semester.

Transfer students must meet this requirement with the provision that a minimum of three hours be done while in residency at Augusta State University and that the transfer courses for the remaining 18 hours be equivalent to the required courses listed above.

Each student should submit a minimum of 15 studio works. These are to include both two-dimensional and three-dimensional works. Media variety in works is encouraged in order to aid faculty appraisal of the student's progress.

### The Senior Exhibition

The BA degree candidate is required to mount an exhibition of artwork. The work for this exhibition must be accepted by the studio art faculty and judged to be of significant quantity and quality. The exhibition is completed in Art 4998 and is a graduation requirement.

Core Curriculum Area A-E for Arts Majors		42
Core Curriculum Area F		18
Take each of the following:		
ART 1211 Visual Arts I: Drawing and Design		
ART 1520 Visual Arts Freshman Studio Seminar		
ART 1530 Visual Arts II: Sculpture and Design		
ART 2212 Drawing II		
ART 2611 Art History I		
ART 2612 Art History II		
Major Concentration		58
<i>Required biology courses:</i>	16	
BIOL 2111 Human Anatomy and Physiology I		
BIOL 2112 Human Anatomy and Physiology II		
BIOL 3100 Zoology		
BIOL 3310 Comparative Vertebrate Anatomy		
<i>Required art courses:</i>	33	
ART 2221 Painting I		
ART 2401 Ceramics I		
ART 2700 Color Experience		
ART 3213 Drawing III: Figure Drawing		
ART 3231 Photography I		
ART 3232 Photography II		
ART 3261 Watercolor I		
ART 3331 Sculpture: Figure Modeling I		
ART 3332 Sculpture: Figure Modeling II		
ART 3721 Aesthetics and Philosophy of Art I		
ART 4214 Drawing IV		
One upper level Art History course	3	
Choose one studio or Art History course	3	
ART 4998 Senior Exhibition	3	
Elective	2	
Physical Education		5
Total Hours for the Degree		125

## ART

### Minor in Art

ART 1211: Visual Arts I: Drawing and Design	3
ART 1520: Visual Arts Freshman Studio Seminar	3
ART 1530: Visual Arts II: Sculpture and Design	3
Select 3 upper-division Studio Art or Art History courses. Grade of C or better is required in these courses.	9
Total Hours for the Minor	18



## BIOLOGY PROGRAMS

### BIOLOGY

#### Bachelor of Science with a Major in Biology

Core Areas A - E for Science Majors	42
Core Area F	18
(Grade of C or better is required in all Area F courses)	
BIOL 1107 and 1108 Principles of Biology I and II	8
CHEM 1211 and 1212 Principles of Chemistry I and II	8
Select one of the following:	2
Foreign Language	3
CHEM 2410 Chemistry of Organic and Biomolecules	4
CSCI 1200 Introduction to Computers and Programming	3
CSCI 1210 Introduction to Java Programming	3
CSCI 1301 Principles of Computer Programming I	4
MINF 2201 Microcomputer Applications	3
Required Lower Division Courses (may be used in the Core Curriculum) and spill over hours from Area F	5-16
(Grade of C or better is required in all these courses.)	
1. One year Foreign Language or	
MATH 2210 Elementary Statistics and	
CSCI 1200 or 1210 or 1301 or MINF 2201	
2. CHEM 2410 or 3411 Organic Chemistry I	
3. PHYS 1111 and 1112 Introductory Physics I and II	
or	
PHYS 2211 and 2212 Principles of Physics I and II	
Major Concentration	27
(Grade of C or better is required in all these courses)	
BIOL 3000 General Botany	4
BIOL 3100 Zoology	4
BIOL 3200 Genetics	4
BIOL 3400 Cell Biology	4
BIOL 4100 Principles of Ecology	4
BIOL 4980 Seminar	1
Select two upper-division biology courses	6
Upper Division Electives	12
(Grade of C or better is required in all these courses.)	
To be chosen with the assistance of the student's faculty advisor.	
Free Electives	5-16
Physical Education	5
Total Hours for the Degree	125

(A Senior Exit Examination is required of all graduating biology majors. A Scaled Score of 135 or Higher on the ETS Major Field Test is required. Should a student fail to obtain a score of 135, he/she will be required to take the ETS Major Field Test a second time. Failure to obtain a score of 135 or higher on the second attempt will result in the student taking an oral exam administered by the department of Biology.)

*If a student does not successfully complete a biology course after two attempts (i.e., he/she receives a D, F, W, or WF), the student will be limited to specific registration times for any subsequent attempts. Any student meeting these criteria will not be allowed to register for the course until the last day of late registration. Appeals may be made to the Chair of the Department of Biology in hardship cases.*

# BIOLOGY

## Biology with Secondary Education Certification

Core Areas A-E for Science Majors	42
Core Area F	18
(Grade of C or better required in all Area F courses)	
BIOL 1107, 1108 Principles of Biology I and II	8
CHEM 1211, 1212 Principles of Chemistry I and II	8
Select one of the following:	
Foreign Language	
CHEM 2410 Chemistry of Organic and Biomolecules (4)	
CSCI 1200 Introduction to Computers and Programming(3)	
CSCI 1210 Introduction to Java Programming(3)	
CSCI 1301 Principles of Computer Programming I (4)	
MINF 2201 Microcomputer Applications (3)	
Required Lower Division Courses (may be used in Core Curriculum) and spill over hours from Area F	5-16
(Grade of C or better is required in all these courses)	
One year of Foreign language or	
MATH 2210 Elementary Statistics and	
CSCI 1200 or 1210 or 1301 or MINF 2201	
CHEM 2410 or 3411 Organic Chemistry I	
PHYS 1111 and PHYS 1112 Introductory Physics I and II	
<u>or</u>	
PHYS 2211 and PHYS 2212 Principles of Physics I and II	
<b>The following courses should be taken before the start of the junior year</b>	<b>9</b>
EDUC 2110 Investigating Critical and Contemporary Issues in Higher Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
Major Concentration	27
(Grade of C or better is required in all these courses)	
BIOL 3000 General Botany	4
BIOL 3100 General Zoology	4
BIOL 3200 Genetics	4
BIOL 3400 Cell Biology	4
BIOL 4100 Principles of Ecology	4
BIOL 4980 Seminar	1
Select two upper-division biology courses	6
Upper Division Secondary Education Courses Required for Certification	25
(Grade of C or better is required in all these courses)	
Students must be admitted to Teacher Education to be able to enroll in these courses.	
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3
SCED 4102 Context and Curriculum Coherence and Classroom Management	3
SCED 4401 Science Pedagogy I	3
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
SCED 4901 Secondary Apprenticeship	13
Certification Requirement: Successful completion of the Georgia Assess Online Technology Test or EDTD 3011	
Physical Education	5
Total hours for the degree (see note on next page)	131-142

(A Senior Exit Examination is required of all graduating biology majors. A Scaled Score of 135 or Higher on the ETS Major Field Test is required. Should a student fail to obtain a score of 135, he/she will be required to take the ETS Major Field Test a second time. Failure to obtain a score of 135 or higher on the second attempt will result in the student taking an oral exam administered by the department of Biology.)

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## BIOLOGY

### Minor in Biology

Students minoring in biology should see a biology faculty member as early in their careers as possible.

Prerequisites 8  
Biology 1107 and 1108 Principles of Biology I and II

Upper Division Courses 15

In consultation with your major department and the Biology Department, select 15-18 hours of 3000 and 4000 level biology courses. Grade of C or better is required in all these courses.

Total Upper Division Hours for the Biology Minor 15



# CHEMISTRY AND PHYSICS PROGRAMS

## CHEMISTRY - Professional Track

### Bachelor of Science with a Major in Chemistry

The professional track prepares the student for graduate study in chemistry and provides for job entry level as a chemist. (Grade of C or better is required in all chemistry courses)

Core Curriculum Areas A-E for Science Majors	42
Core Curriculum Area F	18
CHEM 1211, 1212 Principles of Chemistry I, II	8
CHEM 2810 Quantitative Analysis	4
MATH 2011, 2012 Calculus I - (one hour), II	5
CSCI 1200 (or higher) Introduction to Computers and Programming, one hour	1
Non-Core Courses	5-16
MATH 2011 (if not in D, transfer student)	0-3
CSCI 1200 (or higher)(two hours from F)	2
PHYS 2211, 2212 Principles of Physics I, II (if not in D)	0-8
MATH 3020 Differential Equations	3
Major Concentration	40
CHEM 3411, 3412 Organic Chemistry I, II	8
CHEM 3721, 3722 Physical Chemistry I, II	8
CHEM 3810 Advanced Organic Chemistry	4
CHEM 3820 Laboratory Management and Safety	2
CHEM 4210 Advanced Inorganic Chemistry	4
CHEM 4551 Biochemistry I	4
CHEM 4840 Instrumental Analysis	4
Select two of the following:	6
CHEM 4552 Biochemistry II (3)	
CHEM 4830 Principles of Instrument Design (3)	
CHEM 4950 Selected Topics (3) may be repeated with different topic	
CHEM 4990 Undergraduate Research (maximum 3 hours total towards major concentration)	
Electives	4-15
Physical Education	5
Satisfactory Chemistry Oral Exam (Departmental Requirement)	
Scaled score of 140 or higher on ETS Major Field Test	
Total Hours for the Degree	125

## CHEMISTRY - Biochemistry Track

### Bachelor of Science with a Major in Chemistry

The pre-professional track is ideal for pre-med, pre-dentistry, or graduate study in biochemistry.  
(Grade of C or better is required in all chemistry courses)

Core Curriculum Areas A-E for Science Majors		42
Core Curriculum Area F		18
CHEM 1211, 1212 Principles of Chemistry I, II	8	
CHEM 2810 Quantitative Analysis	4	
MATH 2011 Calculus and Analytic Geometry I - (1 hour)	1	
PHYS 1111 Introductory Physics I	4	
PHYS 1112 Introductory Physics II	1	
Non-Core Courses		6-9
MATH 2011 (if not in D, transfer student)	0-3	
PHYS 1112 (three hours from F)	3	
CSCI 1200 (or higher)	3	
Major Concentration		33
CHEM 3411, 3412 Organic Chemistry I, II	8	
CHEM 3721 Physical Chemistry I	4	
CHEM 3810 Advanced Organic Chemistry	4	
CHEM 3820 Laboratory Management and Safety	2	
CHEM 4210 Advanced Inorganic Chemistry	4	
CHEM 4551, 4552 Biochemistry I, II	7	
CHEM 4840 Instrumental Analysis	4	
Minor or Upper Division Electives (grade of C or better is required in all of these courses.) To be chosen with the assistance of the student's faculty advisor, CHEM 4990 not to exceed 3 hours credit		15-18
Electives		0-6
Physical Education		5
Satisfactory Chemistry Oral Exam Departmental Requirement Scaled score of 140 or higher on ETS Major Field Test		
Total Hours for the Degree		125

# CHEMISTRY

## Bachelor of Science with a Major in Chemistry with Certification in Secondary Education

Core Curriculum Areas A-E for Science Majors	42
Core Curriculum Area F	18
(Grade C or better in all these courses)	
CHEM 1211, 1212 Principles of Chemistry I, II	8
CHEM 2810 Quantitative Analysis	4
MATH 2011 Calculus and Analytic Geometry I (other hours in Area D)	1
PHYS 1111 Introductory Physics I	4
PHYS 1112 Introductory Physics II	1
Lower level Requirements of Chemistry Major	15
(Grade C or better in all these courses)	
BIOL 1107 and 1108 (hours not taken in Area D)	0
PHYS 1112 (three hours from F)	3
CSCI 1200 (or higher)	3
EDUC 2110 Investigating Critical and Contemporary Issues in Higher Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
*EDUC and SPED courses should be taken before junior year	
Chemistry Concentration	33
(Grade of C or better is required in all these courses)	
CHEM 3411, 3412 Organic Chemistry I, II	8
CHEM 3721 Physical Chemistry I	4
CHEM 3810 Advanced Organic Chemistry	4
CHEM 3820 Laboratory Management and Safety	2
CHEM 4210 Advanced Inorganic Chemistry	4
CHEM 4551, 4552 Biochemistry I, II	7
CHEM 4840 Instrumental Analysis	4
Secondary Teacher Certification	25
(Grade of C better if required in all these courses)	
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3
SCED 4102 Secondary School Context and Curriculum Coherence and Classroom Management	3
SCED 4401 Science Pedagogy I	3
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
SCED 4901 Secondary Apprenticeship/Seminar	13
Certification Requirement: Successful completion of the Georgia Assess Online Technology Test or EDTD 3011	
Elective ( to handle transfers within the University System)	0
Physical Education	5
Total Hours for the Degree	138



# CHEMISTRY

## Minor in Chemistry

(Grade of C or better is required in all chemistry courses)

### Prerequisite Courses

CHEM 1211, 1212 Principles of Chemistry I, II

CHEM 2810 Quantitative Analysis

### Minor Concentration

Includes four hours from CHEM 2810 4

CHEM 3411 Organic Chemistry I 4

Select one 4-hour and one 3- or 4-hour course from

CHEM 3412, 3721, 3722, 3810, 4210, 4541 or 4551, 4830, 4840 7-8

All courses must be approved by the Chair of the  
Department of Chemistry and Physics.

(Prior approval is recommended)

Total Hours for the Chemistry Minor

15-16



The curriculum offered by the Department of Chemistry and Physics and the Department of Mathematics and Computer Science includes most courses required of freshmen and sophomores at colleges of engineering. Students wishing to transfer from ASU to a college of engineering should select appropriate courses in consultation with a faculty advisor from one of these departments.

**PRE-ENGINEERING TRANSFER PROGRAM**

The Pre-Engineering curriculum is part of an Engineering Transfer program in which an undergraduate student may engage in a pre-engineering preparatory program at Augusta State University and then transfer to an engineering program at the Georgia Institute of Technology Savannah Campus. After completing the academic requirements of the two participating institutions, the student will have earned an associate of science degree from Augusta State University and a bachelor degree in engineering from Georgia Tech. Students participating in this program may seek a degree from any engineering degree-granting program at the Georgia Tech Savannah Campus.

To be admitted to Georgia Tech in this program a student must (1) complete the program of study below; (2) submit application materials for evaluation by the Office of Undergraduate Admissions at Georgia Tech that include a positive recommendation from the designated faculty advisor within the Department of Chemistry and Physics or the Department of Mathematics and Computer Science at Augusta State University; and (3) attain a minimum overall Grade Point Average (GPA) based on residency: if the student is a Georgia resident, a minimum overall GPA of 2.7 and a GPA of 2.7 in the math, science, and engineering courses specified below is required. Non-Georgia residents must earn a minimum overall GPA of 3.0 and a GPA of 3.0 in the math, science and engineering courses specified below.

Pre-Engineering Curriculum (total of 69 - 80 credit hours)  
Grade of C or better is required in all courses transferred to GA Tech)

Core Curriculum Areas A-E for Science Majors		42
In Area D, select:		11
MATH 2011 Calculus and Analytic Geometry I	3	
CHEM 1211 Principles of Chemistry I	4	
CHEM 1212 Principles of Chemistry II	4	
In Area E, select:		3
ECON 1810 Introduction to Economics	3	
or ECON 2105 Macroeconomics		
or ECON 2006 Microeconomics		
Area F for Physics Majors		18
Non-Core Courses		9
CSCI 2060 (one hour can be used in Area F)	3	
MATH 3020 Differential Equations	3	
MATH 3280 Linear Algebra	3	
Directed Electives		0-11
One or more other courses may be required for transfer to GA Tech - Savannah depending on the student's chosen engineering field. Students should consult their pre-engineering advisor in the Department of Chemistry and Physics or the Department of Mathematics and Computer Science for the proper selection of these courses.		
Wellness Requirement (4 credit hours)		
WELL 100 Wellness		
One Physical Activity Course		

# PHYSICS

## Bachelor of Science with a Major in Physics

This program prepares the student for graduate study in physics and provides for job entry level as a physicist.  
(Grade of C or better is required in all physics courses.)

Core Curriculum Areas A-E for Science Majors		42
Core Curriculum Area F		18
PHYS 2211, 2212 Principles of Physics I, II	8	
MATH 2011, 2012, 2013 Calculus I one hour, II, III	9	
CSCI 1301 or 2060 Programming for Science and Engineering	1	
Non-Core Courses		6-17
MATH 2011 (if not in D, transfer student)	0-3	
CSCI 1301 or 2060 (three hours from F)	3	
CHEM 1211, 1212 Principles of Chemistry I, II (if not in D)	0-8	
MATH 3020 Differential Equations	3	
Major Concentration		36
PHYS 3011, 3012 Electronics I, II	8	
PHYS 3250 Theoretical Mechanics	4	
PHYS 3260 Computational Physics	3	
PHYS 3300 Modern Physics	3	
PHYS 4010 Advanced Laboratory	3	
PHYS 4051, 4052 Electromagnetic Theory I, II	6	
PHYS 4310 Thermal Physics	3	
PHYS 4530 Mathematical Methods of Physics	3	
PHYS 4600 Quantum Mechanics	3	
Electives		7-18
Physical Education		5
Satisfactory Physics Oral Exam Departmental Requirement		
Scaled score of 135 or higher on ETS Major Field Test		
Total Hours for Degree		125

**PHYSICS/MATHEMATICS****Bachelor of Science with a Major in Physics/Mathematics  
with Certification in Secondary Education**

Core Curriculum Areas A-E Science Majors		42
Core Curriculum Area F (Grade C or better in all these courses)		18
PHYS 2211, 2212 Principles of Physics I, II	8	
MATH 2011, 2012, 2013 Calculus I one hour, II, III	9	
CSCI 1301 Principles of Computer Programming I	1	
Lower Level Requirements (Grade C or better in all these courses)		12
CHEM 1211 and 1212 (hours not taken in Areas D)	0	
CSCI 1301 (3 hours from Area F)	3	
EDUC 2110 Investigating Critical and Contemporary Issues in Higher Education	3	
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3	
EDUC 2130 Exploring Learning and Teaching	3	
*EDUC and SPED courses should be taken before junior year		
Physics Concentration:		21
PHYS 3011 Electronics I or PHYS 3040 Advanced Optics	4	
PHYS 3250 Theoretical Mechanics	4	
PHYS 3300 Modern Physics	4	
Select three courses from 3000 and 4000 level Physics	9	
Mathematics Concentration: (Grade C or better in all these courses)		21
MATH 2030 Logic and Set Theory	3	
MATH 3020 Differential Equations	3	
MATH 3280 Linear Algebra	3	
MATH 4211 Modern Abstract Algebra I	3	
MATH 4251 Probability and Statistics I	3	
MATH 4310 Modern Geometry	3	
MATH 4800 Secondary Mathematics from an Advanced Perspective	3	
Secondary Teacher Certification (Grade of C or better is required in all these courses)		25
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3	
SCED 4102 Secondary School Context and Curriculum Coherence and Classroom Management	3	
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3	
Select one of the following two courses: MATH 4430 Methods of Teaching Secondary Math. or SCED 4401 Science Pedagogy	3	
SCED 4901 Secondary Apprenticeship/Seminar	13	
Certification Requirement: Successful completion of the Georgia Assess Online Technology Test or EDTD 3011		
Electives (to handle transfers within the University System)		0
Physical Education		5
Total Hours for the Degree		144

# PHYSICS

## Minor in Physics

(Grade of C or better is required in all Physics courses)

### Prerequisite Courses

PHYS 2211, 2212 Principles of Physics I, II  
or PHYS 1111, 1112 Introductory Physics I, II  
MATH 2012 Calculus II

### Minor Concentration

Include four hours from MATH 2012	4
Select three or four courses 11 hours minimum from approved Physics Major Concentration	11-12

All courses must be approved by the Chair of  
the Department of Chemistry and Physics.

(Prior approval is recommended)

Total Hours for the Physics Minor	15-16
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# COMMUNICATIONS AND PROFESSIONAL WRITING

## COMMUNICATIONS AND PROFESSIONAL WRITING

**Bachelor of Arts  
with a Major in Communications:  
Communication Studies Track**

Core Curriculum Areas A-E for Communications/Communication Studies Majors	42
Core Curriculum Area F	18
COMC 2010 Mass Media and Society (with a grade of C or better)	3
FREN, GRMN, or SPAN 1002, 2001, 2002	9
Select two from the following:	6
ANTH 1002, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2210, COMD 2250, COMD 2550, COMD 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, LATN 1001-2002, MUSI 2310, MUSI 2320, MUSI 2330, PHIL1000, POLS 2101, POLS 2301, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration (Grade of C or better is required for all major courses)	30
Required courses:	18
COMC 3000 Media Law and Ethics	
COMS 3010 Human Communication Theory	
COMS 3040 Interpersonal Communication	
COMS 3110 Public Speaking	
COMS 3250 Persuasion	
COMS 4970 Senior Capstone Project	
Choose two additional 3000 or 4000 level COMS courses from the following courses:	6
COMS 3000 / COMD 3000 Voice and Diction	
COMS 3070 Organizational Communication	
COMS 3100 Intercultural Communication	
COMS 3200 Political Communication	
COMS 4110 Argumentation and Debate	
COMS 4120 Gender and Communication	
COMS 4130 Rhetoric of Social Movements	
COMS 4950 Special Topics	
Choose two additional courses from any remaining 3000 or 4000 level COMS courses or from any upper-level COMC, COMD, COMJ, COMP, or COMT courses	6
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

# COMMUNICATIONS AND PROFESSIONAL WRITING

## Bachelor of Arts with a Major in Communications: Theatre Track

Portfolio Review - All Communications majors in the Theatre track are required to submit their work for a review by the faculty after the completion of the following courses: COMC 2010, COMD 2250, COMD 2550, and at least 15 additional hours of upper level theatre courses (30 hours total). Passing the Portfolio Review is a required component of COMD 4970 Senior Project and a graduation requirement. Transfer students must meet this requirement with the provision that a minimum of 15 hours be done while in residency at Augusta State University and that the transfer courses for the remaining 15 hours be equivalent to the required courses listed above.

All students should have a résumé with a minimum of five shows representing at least two on-campus productions and at least one off-campus production. In addition to the résumé, acting students should submit a headshot, two approved audition pieces, and three letters of recommendation. Design students should submit drawings, production shots, and close-up photos of their work on at least two ASU Theatre shows, and three letters of recommendation. Directors and playwrights should submit written work, concept statements, and photographs of their produced work, as well as three letters of recommendation.

Underclassmen are strongly encouraged to participate in Portfolio Review annually so that they can develop their portfolio and prepare for job opportunities throughout their time here at ASU.

Core Curriculum Areas A-E		42
Core Curriculum Area F		18
FREN, GRMN, LTN, or SPAN 1002, 2001, and 2002	9	
COMC 2010 Communications and Culture	3	
COMD 2250 Acting I	3	
COMD 2550 Stagecraft	3	
Major Concentration		30
(Grade of C or better is required for all major courses)		
Required courses		12
COMD 3100 Performance Practicum	1-2	
COMD 3200 Production Practicum	1-2	
<i>(The two practicums together must total 3 hours)</i>		
COMD 3221 History of the Theatre I	3	
COMD 3222 History of the Theatre II	3	
COMD 4970 Senior Thesis/Project	3	
Choose four from the following list		12
COMD 3000 Voice and Diction	3	
COMD 3250 Acting II	3	
COMD 3710 Directing	3	
COMD 3750 Scenography I	3	
COMD 3850 Stage Management	3	
COMD 4010 Performance for the Camera	3	
COMD 4210 Acting III	3	
COMD 4750 Scenography II	3	
COMD 4950 Selected Topics	3	
ENGL 3620 Writing for the Theatre	3	
Choose one from the following list		3
COMD 4220 Contemporary Theatre	3	
COMD 4420 Shakespeare	3	
Choose one from any COMC, COMJ, COMP, COMS, COMT, and COMW at 3000-4000 level		3
Minor Concentration		15-18
Electives		12-15
Physical Education		5
Total Hours for the Degree		125

**COMMUNICATIONS AND PROFESSIONAL WRITING****Bachelor of Arts  
with a Major in Communications: Journalism Track**

Core Curriculum Areas A-E for Communications/Journalism Majors	42
Core Curriculum Area F	18
COMC 2010 Mass Media and Society (with a grade of C or better)	3
FREN, GRMN, or SPAN 1002, 2001, 2002	9
Select two from the following:	6
ANTH 1002, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2210, COMD 2250, COMD 2550, COMD 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, LATN 1001-2002, MUSI 2310, MUSI 2320, MUSI 2330, PHIL1000, POLS 2101, POLS 2301, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOC 1160, SOCI 2241, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration (Grade of C or better is required for all courses in the major)	30
COMC 3000 Media Law and Ethics (required)	3
COMJ 3010 History of Journalism (required)	3
COMJ 3020 Introduction to Newswriting (required)	3
COMJ 3030 Feature Writing (required)	3
COMJ 3041 and 3042 Practicum (required)	3
COMJ 4020 Advanced Reporting (required)	3
COMJ 4960 Internship (required)	3
Select two courses from another Communications track	6
Select one course from any Communications track	3
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125



# COMMUNICATIONS AND PROFESSIONAL WRITING

**Bachelor of Arts  
with a Major in Communications: Professional Writing Track**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
COMC 2010 Mass Media and Society (with a grade of C or better)	3
FREN, GRMN, or SPAN 1002, 2001, 2002	9
Select two from the following:	6
ANTH 1002, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2210, COMD 2250, COMD 2550, COMD 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, LATN 1001-2002, MUSI 2310, MUSI 2320, MUSI 2330, PHIL1000, POLS 2101, POLS 2301, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOC1 1160, SOCI 2241, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration (Grade of C or better is required for all major courses)	30
Required course:	
COMC 3000 Media Law and Ethics	3
And four of the following six courses:	12
COMC 3100 Communications for Professionals	
COMW 3600 Creative Writing Workshop (Sandhills)	
COMW 3610 Writing Book Length Prose	
COMJ 3020 Introduction to Newswriting	
COMP 3200 Public Relations Writing	
COMT 4200 Writing for Television	
Choose five courses from the following list (or four of these courses and the remaining course not already taken from the five in the list above).	15
COMW 3620 Writing for the Theatre	
COMW 3630 Writing Song Lyrics and Poems	
COMW 3650 Grant Writing	
COMW 3680 Technical Writing	
COMW 4940 Writing Creative Non-Fiction	
COMW 3660 Writing On-Line	
COMW 3670 Graphics for Technical Documents	
COMW 3675 Writing Across Cultures	
COMW 4610 The Literary Marketplace	
COMW 4950 Selected Topics	
COMW 4960 Internship in Professional Writing	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

Graduating seniors in the Professional Writing track must submit a portfolio acceptable to the Professional Writing Portfolio Committee.

**COMMUNICATIONS AND PROFESSIONAL WRITING****Bachelor of Arts  
with a Major in Communications: Public Relations Track**

Core Curriculum Areas A-E for Communications/Public Relations Track	42
Core Curriculum Area F	18
COMC 2010 Mass Media and Society (with a grade of C or better)	3
FREN, GRMN, or SPAN 1002, 2001, 2002	9
Select two from the following:	6
ANTH 1002, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2210, COMD 2250, COMD 2550, COMD 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, LATN 1001-2002, MUSI 2310, MUSI 2320, MUSI 2330, PHIL1000, POLS 2101, POLS 2301, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOC 1160, SOCI 2241, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration (Grade of C or better is required for all major courses)	30
COMC 3000 Media Law and Ethics	3
COMJ 3020 Introduction to Newswriting	3
COMP 3600 Public Relations Practices	3
COMP 3501 Publication Production I	3
COMP 4500 Communications Campaigns	3
COMP 3041 Magazine Writing and Production I	1
COMP 3042 Magazine Writing and Production II	2
COMP 4100 Public Relations Theory and Cases	
Choose one of the following:	
COMJ 3030 Feature Writing	
COMP 3200 Public Relations Writing	
COMP 4700 Creative Strategies in Advertising	
Choose two from 3000 and 4000 level communications courses COMC, COMD, COMJ, COMP, COMS , COMT	6
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

# COMMUNICATIONS AND PROFESSIONAL WRITING

Bachelor of Arts

with a Major in Communications: Television and Cinema Track

(Fall Semester start is strongly recommended)

Core Curriculum Areas A - E	42
Core Curriculum Area F	18
COMC 2010 Mass Media and Society (with a grade of C or better)	3
FREN, GRMN, or SPAN 1002, 2001, 2002	9
Select two from the following:	6
ANTH 1002, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2210, COMD 2250, COMD 2550, COMD 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, LATN 1001-2002, MUSI 2310, MUSI 2320, MUSI 2330, PHIL1000, POLS 2101, POLS 2301, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration	30
(Grade of C or better is required in all major courses)	
Required:	15
COMC 3000 Media, Law and Ethics	3
COMT 3000 Introduction to Filmmaking	3
COMJ 3020 Newswriting	3
COMT 3040 /COMJ 3040 Broadcast Journalism	3
COMT 4970 Telecommunication Senior Project	3
Select three of the following courses:	9
COMT 3020 Introduction to Television Production	
COMT 3022 Theories and Techniques of Editing	
COMT 3030 Introduction to Electronic Field Production	
COMT 3050 Introduction to Film History	
COMT 3060 The Business of Television	
COMT 3070 Film Appreciation	
COMT 3220 Digital Techniques for Television and Cinema	
COMT 3222 Independent Filmmaking	
COMT 3224 Documentary Filmmaking	
COMT 4000 Digital Techniques of Editing	
COMT 4010 / COMD 4010 Performance for the Camera	
COMT 4030 Filmmaking for the Web	
COMT 4050 History of Television	
COMT 4200 Writing for Television	
COMT 4950 Selected Topics	
COMT 4960 Internship in Television and Cinema	
Select two from any COMC, COMD, COMJ, COMP, and COMS at 3000-4000 level	6
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

## COMMUNICATIONS AND PROFESSIONAL WRITING

### Minor in Communications

Prerequisite to the Minor	
COMC 2010 Communications and Culture (with a grade of C or better)	3
Select four 3000-or 4000-level courses from the following tracks:	12
COMC Communications	
COMD Communications/Drama	
COMJ Communications/Journalism	
COMP Communications/Public Relations	
COMS Communications/Communication Studies	
COMT Communications/Television and Cinema	
COMW Communications/Professional Writing	
(Grade of C or better is required for all work in the minor)	
Total Hours for the Minor	15

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## THEATRE

### Minor in Theatre

Prerequisites to the Minor	
COMC 2010 (with a grade of C or better)	3
Required Courses	9
COMD 2250, Acting I	3
COMD 2550 Stagecraft	3
Select one of the following:	3
COMD 3221 History of the Theatre I	
COMD 3222 History of the Theatre II	
COMD 4220 Contemporary Theatre	
Upper-division Courses	6
Select three of the following courses:	
COMD 3000 Voice and Diction	
COMD 3221 History of the Theatre I	
COMD 3222 History of the Theatre II	
COMD 3250 Acting II	
COMD 3620 Writing for the Theatre	
COMD 3710 Directing	
COMD 3750 Scenography I	
COMD 3850 Stage Management	
COMD 4010 Performance for the Camera	
COMD 4210 Acting III	
COMD 4220 Contemporary Theatre	
COMD 4420 Shakespeare	
COMD 4750 Scenography II	
COMD 4950 Selected Topics	
(Grade of C or better is required for all work in the minor)	
Total Upper-Division Hours for the Drama Minor	18

**ENGLISH**

**Bachelor of Arts  
with a Major in English, Concentrating in Literature**

Core Curriculum Areas A-E for Arts Majors	42
Core Curriculum Area F	18
FREN, GRMN, LATN, or SPAN 1002, 2001 and 2002	9
ENGL 2250 Introduction to Literary Studies (Grade of C or better)	3
Six hours of electives to be chosen from:	6
ANTH 1102, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2950, CRJU 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, MUSI 2310, MUSI 2320, MUSI 2330, PHIL 1000, POLS 2101, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241, SOCI 2950, SOWK 2950, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration (Grade of C or better required for all major courses)	30
ENGL 4420 Shakespeare	3
Three of four English literature surveys (3001, 3002, 3003, 3004)	9
One of two American literature surveys (3101, 3102)	3
Five additional upper-division English courses	15
Minor Concentration	15-18
Electives	12-18
Physical Education	5
Total Hours for the Degree (Graduating seniors must take and pass the English exit exam and submit an exit portfolio acceptable to the appropriate portfolio committee)	125

**ENGLISH****Bachelor of Arts  
with a Major in English, Concentrating in Creative Writing**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
FREN, GRMN, LATN, or SPAN 1002, 2001 and 2002	9
ENGL 2110 Creative Writing	3
ENGL 2250 Introduction to Literary Studies (Grade of C or better)	3
Three hours of electives to be chosen from:	3
ANTH 1102, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD2100, COMD2200, COMD 2950, CRJU2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, MUSI 2310, MUSI 2320, MUSI 2330, PHIL 1000, POLS 2101, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241, SOCI2950, SOWK2950, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration/Creative Writing	15
Choose five of the following:	
ENGL 3600 Creative Writing Workshop (Sandhills)	3
ENGL 3620 Writing for the Theatre	3
ENGL 3630 Writing Song Lyrics and Poems	3
ENGL 3640 Writing Short Fiction	3
ENGL 4601 Major Project I	3
ENGL 4602 Major Project II	3
ENGL 4630 Poetry Workshop	3
ENGL 4640 Fiction Workshop	3
ENGL 4680 Studies in Writing	3
Major Concentration/Literature	15
ENGL 4420 Shakespeare	3
Choose two of the following:	6
ENGL 3001 Anglo-Saxon and Middle English Literature	
ENGL 3002 Eng. Lit. from the Renaissance to the Restoration	
ENGL 3003 Eng. Lit. from the Restoration to the Romantics	
ENGL 3004 Eng. Lit. of the Victorian and Modern Periods	
Choose two of the following:	6
ENGL 3101 American Literature to the Rise of Realism	
ENGL 3102 American Literature Since the Rise of Realism	
ENGL 3110 African-American Literature	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

(Graduating seniors must take and pass the English exit exam and submit an exit portfolio acceptable to the appropriate portfolio committee.)

**ENGLISH****Bachelor of Arts  
with a Major in English, Concentrating in Rhetoric and Composition**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
FREN, GRMN, LATN, or SPAN 1002, 2001 and 2002	9
ENGL 2250 Introduction to Literary Studies (grade of C or better)	3
Six hours of electives to be chosen from: ANTH 1102, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2950, CRJU 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, MUSI 2310, MUSI 2320, MUSI 2330, PHIL 1000, POLS 2101, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241, SOCI 2950, SOWK 2950, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	6
Major Concentration/Rhetoric and Composition	15
Choose one of the following:	3
ENGL 4711 Introduction to Linguistics	
ENGL 4712 Modern Grammatical Systems	
ENGL 4720 History and Structure of the English Language	
Choose two of the following:	6
ENGL 3650 Grant Writing	
ENGL 3680 Technical Writing	
ENGL 3683 Feature Writing	
Choose two of the following:	6
ENGL 3681 Advanced Writing	
ENGL 4680 Studies in Writing	
ENGL 4520 Theories of Writing	
Major Concentration/Literature	15
ENGL 4420 Shakespeare	3
Choose two of the following:	6
ENGL 3001 Anglo-Saxon and Middle English Literature	
ENGL 3002 Eng. Lit. from the Renaissance to the Restoration	
ENGL 3003 Eng. Lit. from the Restoration to the Romantics	
ENGL 3004 Eng. Lit. of the Victorian and Modern Periods	
Choose two of the following:	6
ENGL 3101 American Literature to the Rise of Realism	
ENGL 3102 American Literature Since the Rise of Realism	
ENGL 3110 African-American Literature	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125
(Graduating seniors must take and pass the English exit exam and submit an exit portfolio acceptable to the appropriate portfolio committee.)	

**ENGLISH****Bachelor of Arts  
with a Major in English with Secondary Teacher Certification**

Core Curriculum Areas A -E for Arts Majors	42
Core Curriculum Area F	18
FREN, GRMN, LATN or SPAN 1002, 2001 and 2002	9

ENGL 2250 Introduction to Literary Studies (Grade of C or better)	3
Six hours of electives to be chosen from: ANTH 1102, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2950, CRJU 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, MUSI 2310, MUSI 2320, MUSI 2330, PHIL 1000, POLS 2101, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241, SOCI 2950, SOWK 2950, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	6
Major Concentration (Grade of C or better is required for all courses in the major)	30
ENGL 4420 Shakespeare	3
Three of four English literature surveys (3001, 3002, 3003, 3004)	9
Two American literature surveys (3101, 3102)	6
ENGL 3681 Advanced Writing	3
ENGL 4720 History and Structure of the English Language	3
Two additional upper-division English courses (English 3320 is strongly recommended)	6
At least one of the courses taken to satisfy the above requirements must include contemporary literature; choose from ENGL 3004, 3102, 3110, 3120, 3310, 3320, 4220, 4230, 4250, 4262.	
At least one of the courses taken to satisfy the above requirements must include American minority literature; choose from ENGL 3102, 3110, 3120, 3310.	
Secondary Teacher Certification Sequence	37
EDUC 2110 Investigating Critical and Contemporary Issues in Higher Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
The above courses are to be taken before admission to Teacher Education	
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3
SCED 4102 Secondary School Context and Curriculum Coherence and Classroom Management	3
SCED 4501 Secondary English Pedagogy I	3
ENGL 3820 Teaching Writing in the Secondary School	3
SCED 4901 Secondary Apprenticeship/Seminar	13
Physical Education	5
Total Hours for the Degree (Graduating seniors must take and pass the English exit exam and submit an exit portfolio acceptable to the appropriate portfolio committee.) (English post-baccalaureate initial certification students must submit an exit portfolio acceptable to the appropriate portfolio committee to complete their English requirements.) Additional certification requirement: Successful completion of the Georgia Assess Online Technology Test or EDTD 3011.	132



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**ENGLISH****Minor in English**

Prerequisites to the minor:

ENGL 1101 or 1113, ENGL 1102 or 1114 (with a grade of C or better in each course)  
HUMN 2001-2002

Grade of C or better required in each course that counts toward the minor

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**Literature Concentration**

ENGL 2250, (Grade of C or better) 3

Two of the following courses:

ENGL 3001, 3002, 3003, 3004, 3101, 3102, 3310, 4000, 4100,  
4250, 4261, 4262, 4420, 4440, 4450 6

Two additional upper-division courses in literature, film, or theory 6

Total Hours for the Minor 15

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**Creative Writing Concentration**

ENGL 2210, (Grade of C or better) 3

Four of the following courses:

ENGL 3620, 3630, 3640, 4601, 4602, 4630, 4640, 4680 12

Total Hours for the Minor 15

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**Rhetoric and Composition Concentration**

ENGL 2250, (Grade of C or better) 3

Four of the following courses:

ENGL 3650, 3681, 3683, 4520, 4711, 4720, 4680 12

Total Hours for the Minor 15

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**FRENCH****Bachelor of Arts in Foreign Languages:  
French Track with P-12 Teacher Certification**

Core Curriculum Areas A-E 42

Core Curriculum Area F 18

FREN 1002, 2001, and 2002 9

Nine hours of electives to be chosen from: 9

ANTH 1102, ANTH 2011, ART 1000, ART 1001, ART 1002,  
ART 1003, ART 1211, ART 1520, ART 1530, ART 2541,  
ART 2611, ART 2612, COMC 2010, COMD 2100,  
COMD 2200, COMD 2950, CRJU 2950, ENGL 2110,  
ENGL 2250, ENGL 2950, FREN 2950, GRMN 1001-2002,  
HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950,  
MUSI 2310, MUSI 2320, MUSI 2330, PHIL 1000, POLS 2101,  
POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101,  
PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103,  
SOCI 1160, SOCI 2241, SOCI 2950, SOWK 2950,  
SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950

Major Concentration	30
(Grade of C or better is required for all courses in the major)	
FREN 3100 Oral Expression in French	3
FREN 3300 Written Expression in French	3
FREN 3400 French Phonetics	3
Select seven courses from the following:	21
FREN 3210 French Culture I: The Francophone World	
FREN 3221 French Culture II: The Hexagon	
FREN 3222 French Culture III: French in Contemporary Europe	
FREN 3510 Introduction to French Literature	
FREN 3710 Masterpieces of French Film	
FREN 4100 Advanced Oral Expression in French	
FREN 4300 Advanced Written Expression in French	
FREN 4550 Masterpieces of Poetry	
FREN 4560 Masterpieces of the Novel	
FREN 4590 Literature in Translation	
FREN 4950 Special Topics in French	
SABR 3930 Study Abroad	
SABR 4930 Advanced Studies Abroad	
Teacher Certification Sequence	35
EDUC 2110 Investigating Critical and Contemporary Issues in Higher Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
The above courses are to be taken before admission to Teacher Education	
Choose one of the following curriculum courses:	3
ECED 3251 Elementary Curriculum	
MGED 3112 The Middle School Classroom: Environment, Curriculum and Practices	
SCED 4102 Secondary School Context and Curriculum Coherence and Classroom Management	
Complete the following required certification courses:	
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3
FREN 4801 Methods and Materials for Teaching Foreign Languages I in the Elementary School	2
FREN 4802 Methods and Materials for Teaching Foreign Languages II in the Elementary School	2
SCED 4901 Secondary Apprenticeship/Seminar	13
Physical Education	5
Total Hours for the Degree	130

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**FRENCH****Bachelor of Arts in Foreign Languages:  
French Track**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
FREN 1002, 2001, and 2002	9
Select three of the following courses:	9
ANTH 1102, ANTH 2011, ART1000, ART1001, ART1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2950, CRJU 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, MUSI 2310, MUSI 2320, MUSI 2330, PHIL 1000, POLS 2101, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241, SOCI 2950, SOWK 2950, SPAN 1001-2002, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration	30
(Grade of C or better is required in all major courses)	
FREN 3100 Oral Expression in French	3
FREN 3300 Written Expression in French	3
FREN 3400 French Phonetics	3
Select seven courses from the following:	21
FREN 3210 French Culture I: The Francophone World	
FREN 3221 French Culture II: The Hexagon	
FREN 3222 French Culture III: French in Contemporary Europe	
FREN 3510 Introduction to French Literature	
FREN 3710 Masterpieces of French Film	
FREN 4100 Advanced Oral Expression in French	
FREN 4300 Advanced Written Composition in French	
FREN 4520 Classical and Romantic Theatre	
FREN 4530 Modern Theatre	
FREN 4550 Masterpieces of Poetry	
FREN 4560 Masterpieces of the Novel	
FREN 4590 Literature in Translation	
FREN 4950 Special Topics in French	
SABR 3930 Study Abroad	
SABR 4930 Advanced Studies Abroad	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

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**FRENCH****Minor in French**

Prerequisites	
FREN 2001- 2002	6
Upper-division courses	
(Grade of C or better is required in all these courses)	12
Complete 12 hours of French courses at the 3000/4000 level, including at least one of the following courses:	
FREN 3100 Oral Expression in French	
FREN 3300 Written Expression in French	
FREN 3400 French Phonetics	
Total Hours for the Minor	18

## Prerequisites

GRMN 2001-2002 6

## Upper Division Courses

(Grade of C or better is required in all these courses)

Complete 12 hours of German courses at the 3000/4000 level, choosing 4 of the following: 12

- GRMN 3100 Oral Communication in German
- GRMN 3220 German Society and Culture
- GRMN 3300 German Grammar and Written Communication
- GRMN 3510 Introduction to German Literature
- GRMN 3520 Studies in German Literature
- GRMN 4950 Selected Topics in German
- SABR 3930 Study Abroad
- SABR 4930 Advanced Study Abroad

Total Hours for the Minor 18



# HUMANITIES

## Minor in Humanities

The Humanities minor is designed for students who wish to study art, literature, music, and related fields beyond the two required World Humanities courses. It allows students to explore arts and culture from an interdisciplinary perspective. A student who plans to minor in Humanities should complete an application for the minor during the semester in which the student is enrolled in World Humanities II. The form is available in the Department of English and Foreign Languages. The student will then select courses in consultation with a Humanities advisor.

### Prerequisites

(Grade of C or better)

HUMN 2001 World Humanities I	4
HUMN 2002 World Humanities II	4

### Upper-Division Courses

15

(Grade of C or better is required in all these courses)

You may count up to 9 hours of appropriate study abroad (i.e., courses numbered 3000 and above).

Select 3 to 9 hours:

#### Humanities

- HUMN 4010 Postmodernism
- HUMN 4101 Aesthetics and Philosophy of Art
- HUMN 4210 Literature into Opera
- HUMN 4220 The Harlem Renaissance
- HUMN 4950 Selected Topics

Select at least 3 hours each from any two of the following disciplines:

#### Art

- ART 3000 Humanities Studio Experience
- ART 4620 Art Since 1955: Neo-Avant-Gardes in Europe and America
- ART 4630 "Primitivism" in 20th Century Art
- ART 4640 Raphael
- ART 4650 Early Renaissance Italian Painting,
- ART 4660 American Art
- ART 4670 Far Eastern Art
- ART 4722 Aesthetics and Philosophy of Art II (If not taken as HUMN)

#### Music

- MUSI 3310 From the Monastery to the Concert Stage
- MUSI 3320 Music and Popular Culture
- MUSI 3330/ANTH 3330 Music of the World's Peoples
- MUSI 3610 ASU Wind Ensemble
- MUSI 3620 ASU Choir
- MUSI 3630 ASU Orchestra
- MUSI 3660 ASU Jazz Ensemble
- MUSA 1100 - 1900 Applied Lessons: Secondary
- MUSA 2100 - 2900 Applied Lessons: Secondary
- MUSA 3100 - 3900 Applied Lessons: Secondary
- MUSA 4100 - 4900 Applied Lessons: Secondary

#### Literature

- Communications/Drama: COMD 3221, 3222 History of the Theatre I and II, COMD 4220 Contemporary Theatre, COMD 4420 Shakespeare
- Communications/ Telecommunications: COMT 3050
- Introduction to Film History, COMT3070 Film Appreciation
- Upper-division literature courses in a foreign language or in English, excluding ENGL 3330.

Select 0-6 hours in the following courses:

#### Anthropology

- ANTH 3851 Religion, Culture, and Society
- ANTH 3271 History and Culture of India

#### Philosophy

- PHIL 3020 Existentialism
- PHIL 3095 Major Philosophers in History

PHIL 4030 Ancient Greek Philosophy	
PHIL 4032 Contemporary Continental Philosophy	
PHIL 4950 Ancient Political Philosophy	
PHIL 4990 Undergraduate Research	
Political Science	
POLS 3501 Ancient Political Thought	
POLS 3601 / PHIL 3601 Modern Political Thought	
History	
Any History course numbered 3111 to 4951 which is approved by the student's advisor.	
Honors	
HONR 3900 Breaking Boundaries	
Psychology	
PSYC 4115 History and Systems of Psychology	
Total Upper-Division Hours for the Humanities Minor	15

Variable content courses listed above (e.g. 3900, 4900, 4950, 4990) will be appropriate for the Humanities minor when focused on the arts, culture, history, or philosophy. All variable content courses must have prior approval of the student's humanities advisor.

## SPANISH

### Bachelor of Arts in Foreign Languages: Spanish Track with P-12 Teacher Certification

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
SPAN 1002, 2001, 2002	9
Nine hours of electives to be chosen from:	9
ANTH 1102, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2950, CRJU 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, MUSI 2310, MUSI 2320, MUSI 2330, PHIL 1000, POLS 2101, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241, SOCI 2950, SOWK 2950, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration (Grade of C or better is required in all major courses)	30
SPAN 3100 Spanish Conversation	3
SPAN 3300 Spanish Composition	3
SPAN 3400 Applied Linguistics	3
SPAN 3510 Introduction to Literature	3
Select one course from the following:	3
SPAN 3211 Hispanic American Culture I	
SPAN 3212 Hispanic American Culture II	
SPAN 3220 Spanish Culture	
Select five courses from the following:	15
SPAN 3211 Hispanic American Culture I	
SPAN 3212 Hispanic American Culture II	
SPAN 3220 Spanish Culture	
SPAN 3520 Drama in Spanish	
SPAN 3610 Business Spanish	
SPAN 3620 Medical Spanish	
SPAN 4100 Advanced Spanish Conversation	
SPAN 4300 Advanced Spanish Composition	
SPAN 4530 Twentieth-century Spanish Literature	
SPAN 4540 Hispanic Nobel Laureates	

SPAN 4550 Hispanic American Poetry  
 SPAN 4560 Twentieth-century Hispanic American Literature  
 SPAN 4570 Hispanic Short Story  
 SPAN 4710 Spanish Film  
 SPAN 4720 Hispanic American Film  
 SPAN 4950 Selected Topics  
 SABR 3930 Study Abroad  
 SABR 4930 Advanced Study Abroad

Teacher Certification Sequence	35
EDUC 2110 Investigating Critical and Contemporary Issues in Higher Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
The above courses are to be taken before admission to Teacher Education	
Choose one of the following curriculum courses:	3
ECED 3251 Elementary Curriculum	
MGED 3112 The Middle School Classroom: Environment, Curriculum and Practices	
SCED 4102 Secondary School Context and Curriculum Coherence and Classroom Management	
Complete the following required certification courses:	
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3
SPAN 4801 Methods and Materials for Teaching Foreign Languages I in the Elementary School	2
SPAN 4802 Methods and Materials for Teaching Foreign Languages II in the Elementary School	2
SCED 4901 Secondary Apprenticeship/Seminar	13
Physical Education	5
Total Hours for the Degree (Graduating Seniors must take and pass the Spanish exit exam.)	130

**SPANISH****Bachelor of Arts in Foreign Languages:  
Spanish Track**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
SPAN 1002, 2001, 2002	3
Select three of the following courses:	9
ANTH 1102, ANTH 2011, ART 1000, ART 1001, ART 1002, ART 1003, ART 1211, ART 1520, ART 1530, ART 2541, ART 2611, ART 2612, COMC 2010, COMD 2100, COMD 2200, COMD 2950, CRJU 2950, ENGL 2110, ENGL 2250, ENGL 2950, FREN 1001-2002, FREN 2950, GRMN 1001-2002, HIST 1111-1112, HIST 2111-2112, HONR 1900, HUMN 2950, MUSI 2310, MUSI 2320, MUSI 2330, PHIL 1000, POLS 2101, POLS 2401, PSYC 1101, PSYC 1105, PSYC 2101, PSYC 2103, PSYC 2150, SABR 2930, SOCI 1101, SOCI 1103, SOC 1160, SOCI 2241, SOCI 2950, SOWK 2950, SPAN 2950, WMST 1101, WMST 2950	
Major Concentration (Grade of C or better is required in all major courses)	30
SPAN 3100 Spanish Conversation	3
SPAN 3300 Spanish Composition	3
SPAN 3510 Introduction to Literature	3
Select one course from the following:	3
SPAN 3211 Hispanic American Culture I SPAN 3212 Hispanic American Culture II SPAN 3220 Spanish Culture	
Select six courses from the following:	18
SPAN 3211 Hispanic American Culture I SPAN 3212 Hispanic American Culture II SPAN 3220 Spanish Culture SPAN 3400 Applied Linguistics SPAN 3520 Drama in Spanish SPAN 3610 Business Spanish SPAN 3620 Medical Spanish SPAN 4100 Advanced Spanish Conversation SPAN 4300 Advanced Spanish Composition SPAN 4530 Twentieth-century Spanish Literature SPAN 4540 Hispanic Nobel Laureates SPAN 4550 Hispanic American Poetry SPAN 4560 Twentieth-century Hispanic American Literature SPAN 4570 Hispanic Short Story SPAN 4710 Spanish Film SPAN 4720 Hispanic American Film SPAN 4950 Selected Topics SABR 3930 Study Abroad SABR 4930 Advanced Study Abroad	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125



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**SPANISH****Minor in Spanish**

Prerequisites SPAN 2001-2002	6
Upper Division Courses (Grade C or better is required in all these courses)	12
Complete 12 hours of Spanish courses at the 3000/4000 level, including at least one of the following courses: SPAN 3100 Conversation SPAN 3300 Composition SPAN 3510 Introduction to Literature SPAN 3211 Hispanic American Culture I SPAN 3212 Hispanic American Culture II SPAN 3220 Spanish Culture	
Total Hours for the Minor	18

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**WOMEN'S STUDIES****Minor in Women's Studies**

The Women's Studies Minor is designed for students who wish to study women's cultures, contributions, and perspectives from an interdisciplinary standpoint. 15 hours of course work is required, with at least 9 hours of upper-division credit. A grade of C or better is required in all courses.

Before graduation, a student minoring in Women's Studies will submit a portfolio for review to the Women's Studies Program Committee (WSPC). The portfolio must contain work from three different disciplines; it may also contain a project undertaken outside of a Women's Studies class. The student will also participate in an exit interview.

Required course:

WMST 1101 Introduction to Women's Studies	3
Select 9-12 hours from the following courses, with courses from at least three different departments:	9-12
<i>History, Anthropology and Philosophy</i> ANTH 3871/WMST 3871 Sex, Gender and Culture HIST 4011/6011/WMST 4011 History of Women HIST 4021/6021/WMST 4021 Gender and Family History	
<i>English and Foreign Languages</i> ENGL 3310/WMST 3310 Women's Literature ENGL 4310/WMST 4310 Studies in Feminism	
<i>Communications and Professional Writing</i> COMS 4120/WMST 4120 Gender and Communication	
<i>Psychology</i> PSYC 3155/WMST 3155 Psychology of Gender	
<i>Sociology, Criminal Justice and Social Work</i> CRJU 3336/SOCI 3336/WMST 3336 Women, Crime, and the Criminal Justice System SOCI 4442/WMST 4442 Gender and Society	

You may select up to 3 hours of other appropriate WMST courses to fulfill requirements for the minor. These may include:

- WMST 4950 Selected Topics
- WMST 4960 Undergraduate Internship
- WMST 4990 Undergraduate Research

You may also select up to 3 hours of other appropriate courses, provided they are approved by the Women's Studies Program Committee (WSPC).

Total Hours for the Minor 15

## ANTHROPOLOGY

### Minor in Anthropology

Anthropology integrates scientific and humanistic approaches for understanding people and cultures by way of the study of archaeology, culture, language, human evolution, and non-human primates. Students interested in human biology, behavior, culture, history, or origins will find the anthropological perspective useful. Anthropology complements studies in history, humanities, international studies, sociology, psychology, political science, biology, economics, and education and is also suitable preparation for those intending to pursue advanced anthropology degrees.

Prerequisites (Grade of C or better is required.) Anthropology 1102 Introductory Anthropology Anthropology 2011 Cultural Anthropology	3
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Upper Division Courses (Grade of C or better is required.) Take five courses from the following; at least three must be taken in residence at Augusta State University: ANTH 3271 History and Culture of India ANTH 3330/MUSI 3330 Music of the World's People ANTH 3411 Indians of North America ANTH 3817 African Comparative Cultural Issues ANTH 3831 Archaeology ANTH 3841 Biophysical Anthropology ANTH 3851 Religion, Culture, and Society ANTH 3871 Sex, Gender, and Culture ANTH 4217 Travelers, Migrants, and Refugees ANTH 4861 World Ethnology ANTH 4950 Selected Topics ANTH 4990 Undergraduate Research	15
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Total Hours for the Minor	18
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## HISTORY

### Bachelor of Arts with a Major in History

The student contemplating work beyond the baccalaureate level is encouraged to take one and, if possible, two languages through the intermediate level.

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
Foreign Language Sequence	6
Select 6 hours from the following courses: (Grade of C or better is required)	6
HIST 1111 Pre-Modern World Civilization	
HIST 1112 Modern World Civilization	
HIST 2111 United States to 1877	
HIST 2112 United States since 1877	
Select 6 hours from the following courses:	6
ANTH 1102 Introductory Anthropology	
ANTH 2011 Cultural Anthropology	
CSCI 1200 Introduction to Computers and Programming	
ECON 1810 Introduction to Economics	
GEOG 1111 World Geography	
HIST 1111 Pre-Modern World Civilization	
HIST 1112 Modern World Civilization	
HIST 2111 United States to 1877	

HIST 2112 United States since 1877	
HONR 1900 Contemporary Issues (with department approval)	
MATH 2210 Elementary Statistics	
PHIL 1000 Introduction to Philosophy	
POLS 2301 Comparative Politics	
POLS 2401 Global Issues	
Degree Requirements if not taken in the Core (Grade of C or better is required)	3
HIST 1111, 1112, 2111, or 2112	3
Major Concentration	28
(Grade of C or better is required in all major courses)	
HIST 3001 Historical Research Methods	4
Select twenty-four hours from the offerings on the 3000 and 4000 levels	24
Concentration of more than three courses in any field of history in the upper division is discouraged. Graduating majors must submit at least four term papers for an exit interview and take the Major Field Achievement Test in history.	
Minor Concentration	15-18
Electives	14-17
Physical Education	5
Total Hours for the Degree	125

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## HISTORY

### Minor in History

Select one of the following courses (Grade of C or better is required)	3
HIST 1111 (Pre-Modern World Civilization)	
HIST 1112 (Modern World Civilization)	
Select five courses from the upper-division history offerings	
Concentration of more than two upper-division courses in any field of history is discouraged. (Grade of C or better is required in all of these courses)	15
Total Hours for the Minor	18

## HISTORY

### Bachelor of Arts with a Major in History and a Certificate in Secondary School Teaching

**Important note:** Students *must* study the requirements for admission to teacher education, which include specific grade requirements for a number of core courses.

Core Curriculum Areas A-E for History Majors		42
Core Curriculum Area F		18
Foreign Language Sequence	6	
Two of the following courses:	6	
HIST 1111 Pre-Modern World Civilization		
HIST 1112 Modern Word Civilization		
HIST 2111 United States to 1877		
HIST 2112 United States since 1877		
Two of the following courses:	6	
ANTH 1101 Introductory Anthropology		
ANTH 2011 Cultural Anthropology		
CSCI 1200 Introduction to Computers and Programming		
ECON 1810 Introduction to Economics		
GEOG 1111 World Geography		
HIST 1111 Pre-Modern World Civilization		
HIST 1112 Modern Word Civilization		
HIST 2111 United States to 1877		
HIST 2112 United States since 1877		
HONR 1900 Contemporary Issues (with dept. approval)		
MATH 2210 Elementary Statistics		
PHIL 1000 Introduction to Philosophy		
POLS 2301 Comparative Politics		
POLS 2401 Global Issues		
Degree Requirements if not taken in Areas E-F of the Core:	0-6	
GEOG 1111 World Geography	3	
HIST 1111 or 1112 or 2111 or 2112	3	
Note: The Department and the College of Education strongly recommend that the student take ECON 1810 in Area E or F.		
Major Concentration (grade of C or better is required)		28
HIST 3001 Historical Research Methods	4	
HIST 3711 Georgia History	3	
Three upper-level courses in U.S. history:	9	
HIST 3411, 3431, 3441, 3481, 3491, 4401, 4411, 4421, 4431, 4441, 4451, 4471, 4481, and 4491		
Two upper-level courses in non-Western history:	6	
HIST 3111, 3211, 3271, 3391, 3511, 3521, 3531, 3591, 3811, 4111, 4211, and 4221		
Two upper-level courses in European history:	6	
HIST 3311, 3371, 3381, 3851, 3891, 4351, 4361, 4341, 4371, 4381, and 4391		
(HIST 4011, 4021, 4321, 4900, 4950, 4960, and 4970 are variable-content courses and will be allocated to the above areas by the department depending on the focus of the class in the semester it is taken. Other courses with substantial historical content may be accepted for the above areas with department permission.)		
Certificate in Secondary School Teaching (grade of C or better is required)		34
1. Courses taken prior to admission to Teacher Education	9	
EDUC 2110 Investigating Critical and Contemporary Issues in Higher Education	3	
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3	
EDUC 2130 Exploring Learning and Teaching	3	

2. Courses taken after admission to Teacher Education	25
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3
SCED 4102 Secondary School Context and Curriculum Coherence and Classroom Management	3
SCED 4201 Secondary Social Studies Content Pedagogy	3
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
SCED 4901 Secondary Apprenticeship	13

Certification Requirement: Successful completion of the Georgia Assess Online Technology Test or EDTD 3011

Physical Education	5
Total Hours for the Degree	127

## PHILOSOPHY

### Minor in Philosophy

The objective of the philosophy program is to focus critically on the deepest questions of human experience and on the philosopher's commitment to rationality in a continuous effort to understand the relationships of world, values, and oneself. The philosophy minor is also structured to prepare the student for further study in philosophy toward a B.A. degree. A minor in philosophy complements any major program at Augusta State University and is applicable in any human endeavor where rational thought is required. (All courses submitted for the minor must carry a grade of C or better).

Prerequisite for all PHIL courses: ENGL 1101

Prerequisite for upper division philosophy courses

PHIL 1000 Introduction to Philosophy	3
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Upper Division Courses	15
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Select 15 hours from the following:

PHIL 3005 Philosophy of the Human Person	3
PHIL 3010 Ancient Political Philosophy	3
PHIL 3020 Existentialism	3
PHIL 3095 Major Philosophers in History	3
PHIL 3601 / POLS 3601 Modern Political Philosophy	3
PHIL 3701 / POLS 3701 Contemporary Political Philosophy	3
PHIL 4030 Ancient Greek Philosophy	3
PHIL 4032 Contemporary Continental Philosophy	3
May be repeated when subject varies:	
PHIL 4990 Undergraduate Research	3

Total Hours for the Philosophy Minor	18
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# MATH AND COMPUTER SCIENCE PROGRAMS

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## Admission Requirements for Majors

Students choosing to major in Mathematics or Computer Science begin as Pre-Mathematics or Pre-Computer Science majors. Students with an institutional GPA of at least 2.0 may declare a major in Mathematics upon completion of MATH 2012 with a grade of C or better or a major in Computer Science upon completion of CSCI 1302 with a grade of C or better.

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## COMPUTER SCIENCE

### Bachelor of Science with a Major in Computer Science

Core Curriculum Areas A-E for Science Majors	42
Core Curriculum Area F	18
(Grade of C or better is required in all these courses)	
MATH 2011- 2012 Calculus and Analytic Geometry I and II, 1 hour of MATH 2011 from Area D	5
CSCI 1301 Principles of Computer Programming I	4
CSCI 1302 Principles of Computer Programming II	3
CSCI 2700 Ethics in Computer Science	2
Choose one 4-credit laboratory course from Core Area D for science or non-science majors except PHSC 1011 or ASTR 1000	4
Major Concentration	40
(Grade of C or better is required in all these courses)	
MATH 2210 Elementary Statistics or MATH 3110 Statistical Analysis for Business	3
CSCI 3030 Mathematical Structures for Computer Science	3
CSCI 3170 Computer Organization	3
CSCI 3271 Operating Systems I	3
CSCI 3370 Assembly Language Programming	3
CSCI 3400 Data Structures	3
CSCI 3410 Database Systems	3
CSCI 3500 Applied Theory of Computing	3
CSCI 4711 Software Design	3
CSCI 4712 Senior Capstone Project	4
Select one of the following courses	3
MATH 3280 Linear Algebra	
MATH 3710 Combinatorics	
MATH 4350 Numerical Analysis	
MATH 4420 Introduction to the Theory of Graphs	
MATH 4211 Modern Abstract Algebra I	
MATH 4251 Probability and Statistics I	
Select six hours from the following courses	6
CSCI 3300 Programming Languages	3
CSCI 3600 Internet Programming	3
CSCI 4272 Operating Systems II	3
CSCI 4280 Data Communications and Networking	3
CSCI 4800 Compiler Writing	3
CSCI 4820 Computer Graphics	3
CSCI 4950 Selected Topics	Variable
CSCI 4960 Undergraduate Internship	Variable
CSCI 4990 Undergraduate Research	Variable

Minor Concentration	15-18
Electives	2-5
Physical Education	5
Scaled Score of 140 or Higher on ETS Major Field Test	
Total Hours for the Degree	125

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## COMPUTER SCIENCE

### Minor in Computer Science

CSCI 1301 Principles of Computer Programming I	4
CSCI 1302 Principles of Computer Programming II	3
Select nine hours from the following courses:	9
CSCI 3030 Mathematical Structures for Computer Science	3
CSCI 3300 Programming Languages	3
CSCI 3370 Assembly Language Programming	3
CSCI 3410 Database Systems	3
These courses also are available but require prerequisites such as CSCI 3030 or CSCI 3370	
CSCI 3400 Data Structures	3
CSCI 3500 Applied Theory of Computing	3
CSCI 4950 Selected Topics	Variable
CSCI 4990 Undergraduate Research	Variable
or any other 4000 level Computer Science courses with permission of the instructor	
Total Hours for the Minor	16



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**MATHEMATICS****Bachelor of Science  
with a Major in Mathematics**

Core Curriculum Areas A-E for Science Majors	42
Core Curriculum Area F (Grade of C or better is required in all courses)	18
MATH 2012, 2013 Calculus and Analytic Geom. II and III +1 hour of MATH 2011 from Area D	9
MATH 2030 Logic and Set Theory	3
CSCI 1301 Principles of Computer Programming I Or CSCI 2060 Programming for Science and Engineering	4
Select one course from the following: Any 1000 or 2000 level CSCI or AIST course, any Area D Science course, or FREN or GERM 1002 or 2001. No course may duplicate any previous selection. (Overflow hours go into General Electives.)	2
Major Concentration (Grade of C or better is required in all these courses)	27
MATH 3020 Differential Equations	3
MATH 3280 Linear Algebra	3
MATH 4011 Real Variables I	3
MATH 4211 Modern Abstract Algebra I	3
Select one two-course sequence from:	
MATH 4211-4212 Modern Abstract Algebra I, II	6
MATH 4011-4012 Real Variables I, II	6
MATH 4251-4252 Probability and Statistics I, II	6
Elective Select three, or four if necessary, courses from the following:	
MATH 3710 Combinatorics	3
MATH 4012 Real Variables II	3
MATH 4212 Modern Abstract Algebra II	3
MATH 4251 Probability and Statistics I	3
MATH 4252 Probability and Statistics II	3
MATH 4310 Modern Geometry	3
MATH 4320 Theory of Numbers	3
MATH 4350 Numerical Analysis	3
MATH 4410 History of Mathematics	3
MATH 4420 Introduction to Graph Theory	3
MATH 4510 Complex Variables	3
MATH 4520 General Topology	3
MATH 4530 Mathematical Methods of Physics	3
MATH 4800 Secondary Math. from an Adv. Perspective	3
MATH 4950 Selected Topics	Variable
MATH 4960 Undergraduate Internship	1-9
MATH 4990 Undergraduate Research	Variable
MATH 5110 Introduction to Biostatistics	3
MATH 5220 Estimation and Hypothesis Testing	3
MATH 5210 Linear Models	3
MATH 5320 Time to Event Data Analysis	3
Minor Concentration	15-18
Electives	15-18
Physical Education	5
Scaled Score of 140 or Higher on ETS Major Field Test	
Total Hours for the Degree	125



# MATHEMATICS

## Bachelor of Science with a Major in Mathematics Biostatistics or Statistics Track

Core Curriculum Areas A-E for Science Majors	42
Core Curriculum Area F	18
(Grade of C or better is required in all courses)	
MATH 2012, 2013 Calculus and Analytic Geom. II and III +1 hour of MATH 2011 from Area D	9
MATH 2030 Logic and Set Theory	3
CSCI 1301 Principles of Computer Programming I Or CSCI 2060 Programming for Science and Engineering	4
Select one course from the following: Any 1000 or 2000 level CSCI or AIST course, any Area D Science course, or FREN or GERM 1002 or 2001. No course may duplicate any previous selection. (Overflow hours go into General Electives.)	2
Major Concentration	27
(Grade of C or better is required in all these courses)	
MATH 3020 Differential Equations	3
MATH 3280 Linear Algebra	3
MATH 4011 Real Variables I	3
MATH 4211 Modern Abstract Algebra I	3
MATH 4251 Probability and Statistics I	3
MATH 4252 Probability and Statistics II	3
MATH 5110 Introduction to Biostatistics	3
MATH 5220 Estimation and Hypothesis Testing	3
Choose one of the following courses:	
MATH 5210 Linear Models	3
MATH 5320 Time to Event Data Analysis	3
Minor Concentration	15-18
Electives	15-18
Physical Education	5
Scaled Score of 140 or Higher on ETS Major Field Test	
Total Hours for Degree	125

# MATHEMATICS

## Bachelor of Science with a Major in Mathematics with Certification in Secondary Education

Core Curriculum Areas A-E for Science Majors	42
Core Curriculum Area F	18
(Grade of C or better is required in all courses)	
MATH 2012, 2013 Calculus and Analytic Geom. II and III + 1 hour of MATH 2011 from Area D	9
MATH 2030 Logic and Set Theory	3
CSCI 1301 Principles of Computer Programming I Or CSCI 2060 Programming for Science and Engineering	4
Select one course from the following: Any 1000 or 2000 level CSCI or AIST course, any Area D Science course, or FREN or GERM 1002 or 2001. No course may duplicate any previous selection. (Overflow hours go into General Electives.)	2
Major Concentration	27
(Grade of C or better is required in all these courses)	
MATH 3020 Differential Equations	3
MATH 3280 Linear Algebra	3
MATH 4011 Real Variables I	3
MATH 4211, 4212 Modern Abstract Algebra I and II	6
MATH 4251 Probability and Statistics I	3
MATH 4310 Modern Geometry	3
MATH 4800 Secondary Mathematics from an Advanced Perspective	3
Select 3 hours from the following electives:	3
MATH 3710 Combinatorics	3
MATH 4012 Real Variables II	3
MATH 4252 Probability and Statistics II	3
MATH 4320 Theory of Numbers	3
MATH 4350 Numerical Analysis	3
MATH 4410 History of Mathematics	3
MATH 4420 Introduction to the Theory of Graphs	3
MATH 4510 Complex Variables	3
MATH 4520 General Topology	3
MATH 4530 Mathematical Methods of Physics	3
MATH 4950 Selected Topics	V
MATH 4960 Undergraduate Internship	1-9
MATH 4990 Undergraduate Research	V
MATH 5110 Introduction to Biostatistics	3
Secondary Teacher Certification	34
(Grade of C or better required in all these courses)	
These courses include a lab (field experience) component totaling 920 clock hours.	
EDUC 2110 Investigating Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Social-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3
SCED 4102 Secondary School Context and Curriculum Coherence and Classroom Management	3
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
MATH 4430 Methods of Teaching Secondary Mathematics	3

SCED 4901 Secondary Apprenticeship/Seminar 13

Scaled Score of 140 or Higher on ETS Major Field Test

Additional certification requirement: Successful completion of the Georgia Assess Online Technology Test or EDTD 3011.

General Electives	1-3	
Physical Education	5	
Total Hours for the Degree		127-129

## MATHEMATICS

### Minor in Mathematics

Grade of C or better is required in all courses.

Prerequisite

MATH 2011 Calculus and Analytic Geometry I	4
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Course Requirements in the Minor

MATH 2012 Calculus and Analytic Geometry II	4
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Select one of the following:	3-4
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MATH 2013 Calculus and Analytic Geometry III

MATH 2030 Logic and Set Theory

MATH 2210 Elementary Statistics

MATH 3110 Statistical Analysis for Business

Select 9 hours from upper division mathematics courses that are approved for the Mathematics Major	9
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Total for the Mathematics Minor	16-17
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# MILITARY SCIENCE PROGRAM

## MILITARY SCIENCE

### Military Science Curriculum

This curriculum ultimately qualifies the college graduate for a commission as an officer in the U.S. Army, Army Reserve, or Army National Guard.

#### Basic Courses, Freshman Year (MS I)

MILS 1011 Foundations of Officership	3
MILS 1021 Basic Leadership	3

#### Basic Courses, Sophomore Year (MS II)

MILS 2011 Individual Leadership Studies	3
MILS 2021 Leadership and Teamwork	3

**Leader's Training Course:** The Leader's Training Course is a 28-day "World-Class" leadership development experience qualifying and motivating college students to enter into the senior Army ROTC program. A student who did not participate in the basic program who has no more than two years remaining before graduation may qualify for the advanced program through the summer course given at Fort Knox, KY each year. ASU graduate students are eligible for this program as well; those attending receive approximately \$800 with all meals, lodging, and transportation while attending the summer internship. This program enables the student to determine if he or she desires a career in the military and qualifies the student for the advanced course if he or she chooses. No obligation is incurred by attending Leader's Training Course, (MILS 3060, Leader's Training Course Summer Internship.) Successful completion of this course can qualify the student for a two year scholarship for the remaining two years.

**Compression:** While the normal sequence of course work requires two full academic years, it is possible to compress the course work into less than two years by taking two Military Science courses during the same semester. Compression is not recommended or desired but will be considered on an individual basis by the Department Chair.

**Exemption:** Credit for all or part of the basic course may be granted upon presentation of evidence that the student has had equivalent training. Examples of such training are active military service, Senior Division Navy or Air Force ROTC credit, or 3 years Junior ROTC credit. In every case, exemption credit must be approved by the Department Chair. No academic credit is given for courses exempted under this program.

**Eligibility Requirements for Advanced Course:** GPA of 2.00 or higher; completion or credit for completion of the basic course; meeting Army physical requirements; have no more than two years remaining until graduation; permission of the Department Chair.

#### Advanced Courses, Junior Year (MS III)

MILS 3011 Leadership and Problem Solving	3
MILS 3021 Leadership and Ethics	3
MILS 3060 Leader's Training Course (LTC)	3

#### Advanced Courses, Senior Year (MS IV)

MILS 4011 Leadership and Management	3
MILS 4021 Officership	3
MILS 4060 Leader Development and Assessment Course (LDAC)	3
MILS 4950 Selected Topics	3

**Leadership Development and Assessment Course:** A five-week summer course conducted at Fort Lewis, WA. Only open to (and required of) students who have completed MILS 3011 and MILS 3021. Students will also receive half the base pay of a Sergeant for 5 weeks (approximately \$800). Travel, lodging and meal costs are defrayed by the U.S. Army. The Leader Development and Assessment Course environment is highly structured and demanding stressing, leadership at small unit levels under varying, challenging conditions. Prior to attending this course students must demonstrate and be able to pass a swim test. This swim test consists of a 10 minute swim using any combination of strokes and 5 minutes treading water.

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**MILITARY SCIENCE      Professional Military Education Requirements**

The principal element of the Professional Military Education (PME) requirement is the bachelor's degree. As an integral part of that undergraduate education, prospective officers are required to take at least one course in Military History and consult the department chair of Military Science for approved courses.

**MILITARY SCIENCE      Minor in Military Science**

The Military Science minor is primarily designed for the student planning a career in the U.S. Army as a commissioned officer. Military Science teaches skills that are vital for professional success on and off the battlefield, such as group leadership, management positions and public speaking. Leadership is the process of influencing an individual or a team of people by providing them purpose, direction, and motivation to accomplish assigned missions and to improve the team for the future. Courses should be arranged in consultation with your major department and the Professor of Military Science.

Required Courses	15
(Cadets must maintain a 3.0 or higher each semester and cumulative GPA in Military Science classes)	
MILS 3011 Leadership and Problem Solving	3
MILS 3021 Leadership and Ethics	3
MILS 4011 Leadership and Management	3
MILS 4021 Officership	3
MILS 4060 Leader Development Assessment Course	3
Total Upper-Division Hours for the Military Science Minor	15

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**MILITARY SCIENCE      Program Features**

**Admission and Incentives:** A student enrolled in basic course classes incurs no obligation to the U .S. Army. Advanced course students are obligated to serve and will receive a subsistence allowance of \$450/500 per month for up to 20 academic months while in college. Other training opportunities such as Air Assault, Airborne School, Arctic Warfare School, and Cadet Troop Leadership Training (CTLT) in active units are available on a competitive basis with military subsistence and some paid benefits. A student in any major/minor field of study is eligible. During the senior year of study (MS IV), the student is offered the option to select the type of job that he or she desires to perform, the first permanent duty post, and the type of commission, either Regular Army or Army Reserve, that he or she prefers. The Army at no charge provides all necessary uniforms to the individual. Academic credit, applicable toward graduation, is granted for all military science course work. Any advanced course credits earned apply within the general studies minor.

**The Scholarship Program:** The Army Military Science Scholarship Program awards full-time four, three, and two-year scholarships to eligible students on a competitive basis. The Department of Military Science accepts applications for two and three-year scholarships throughout the year. A student does not have to be currently enrolled in Military Science to apply for two and three-year scholarships. In addition to the National Scholarships, the Department Chair awards multiple four, three, and two-year scholarships annually to students. Each scholarship pays full tuition, books, lab fees, and other educational expenses. In addition, all Military Science scholarship students receive \$300 to \$500 per month for up to 10 months of each school year the scholarship is in effect. Upon Commissioning as a Second Lieutenant, most agreements call for graduates to serve three or four years of active duty, or six years in the National Guard or Army Reserves.

**The Simultaneous Membership Program:** The Simultaneous Membership Program (SMP) allows cadets to be enrolled in the Military Science Advanced Course and a local Army National Guard or Reserve unit at the same time. The benefits of this program are that cadets not only receive \$250 per academic month from the Military Science Department but also receive drill pay from their Army National Guard or Army Reserve equivalent to an E-5 pay. Cadets in this program perform the duties of an officer trainee in their Army National Guard or Army Reserve unit. Some National Guard programs offer tuition assistance as well. This program provides valuable management experiences which will interest future employers and prepare cadets for leadership and management positions after graduation.

# MUSIC PROGRAM

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The Music Department is a professional unit which regards music as both an art and a discipline. It recognizes the artistic values of creativity, experimentation, and music discrimination as well as the disciplinary attributes of scholarship, independent and critical thinking, self-motivation, skill development, and dedication. Musical performance is a vital component of all programs of study. Individualized instruction allows for a nurturing environment reflecting high regard for the musical legacies of the past as well as preparedness for the future. Graduates in music at Augusta State University have gone on to careers as professional performers, public school music teachers, band directors, choral directors, and church musicians. ASU graduates have been accepted for graduate study at some of the most prestigious music schools in the country, including Indiana University, the University of North Texas and the Eastman School of Music.

The music unit provides intensive musical training on the collegiate level for musicians preparing for professions in music education, music performance, music management/business, music history, music theory/composition, conducting, and general studies in music, while serving non-music majors and music minors with a variety of offerings. Public school teachers are served through the offering of courses which satisfy the requirements for Staff Development Units. Persons of all ages in the community are encouraged to participate in musical activities through the Conservatory Program at Augusta State University.

All members of the faculty represent professional expertise and diversity of background and experience. Several members of the faculty hold prominent positions in area professional musical organizations, including the Augusta Choral Society, the Augusta Opera, the Augusta Symphony Orchestra, and the Harry Jacobs Chamber Music Society.

The music unit is accredited by the National Association of Schools of Music.

## **Bachelor of Music**

Two areas of professional study are available in the Bachelor of Music degree: *Performance* prepares students for careers as instrumentalists in symphonic, jazz and popular styles; as singers in opera, theatre, and popular music; and as solo recitalists, accompanists, private and college teachers, and church musicians. *Music Education* prepares musicians for careers as music teachers at all levels in public and private schools.

## **Bachelor of Arts in Music**

The Bachelor of Arts in Music is a degree designed for the emphasis of study in music within a liberal arts curriculum. Students pursuing the BA in Music typically conduct the majority of their course work outside the field of music and focus on the interrelationship of music with other academic disciplines.

## Minor in Music

The Music Minor is available to all university students who have interest and ability in music. The program requires courses in applied music, ensembles, music history, and music theory.

## GENERAL DEGREE REQUIREMENTS FOR ALL MUSIC MAJORS

### 1. Minimum Hours Requirement/Grade Requirements

All Bachelor of Arts degrees in Music require a minimum of 120 hours. All Bachelor of Music in Performance degrees require a minimum of 124 hours. The Bachelor of Music in Music Education degree requires a minimum of 128 hours. Music majors must achieve a grade of C or better in each course required of the major, including those in the minor field.

2. All students declaring a music major are expected to show proficiency in functional keyboard and computer applications, as outlined in the Augusta State Music Student Handbook. This requirement will be satisfied through the following required courses: MUSI 1521 - Class Piano I, MUSI 1522 - Class Piano II, MUSI 2523 - Class Piano III, MUSI 2524 - Class Piano IV, and MUSI 1810 - Music Technology. Keyboard majors will substitute the following courses for Class Piano I, II, III and IV: MUSI 2525 - Advanced Keyboard Skills, MUSI 3551 - Keyboard Accompanying (2 credits) and either MUSI 4670 - Keyboard Ensemble (1 credit) or MUSI 3660 ASU Jazz Ensemble (1 credit).

### 3. Applied Lessons

Lessons in applied music (principal performing medium) must be taken each semester of residence according to the major field specifications. Composition lessons are not a substitute for lessons in a principal performing medium. Applied Lessons in Jazz Winds, Jazz Piano, Jazz Percussion, Jazz Strings, Drum Set, and Composition are available only at the secondary level.

### 4. Major Ensembles

All music students are required to participate for credit in a minimum of one major ensemble each semester of residence whether of full-time or part-time status. Exceptions may be granted through petition to and approval of the full-time music faculty. All students will be assigned to a major ensemble upon entrance, but are encouraged to participate in other major ensembles. Major ensembles are defined as follows: 1) ASU Wind Ensemble (all woodwinds, brass and percussion); 2) ASU Orchestra (all string instruments); and 3) ASU Choir (all voice types). Students who choose piano or guitar as their principal performing medium will be assigned to one of the three depending upon their experiences in secondary performing areas.

### 5. Recital Laboratory and Studio Class

Music majors and minors are required to be enrolled in and achieve a passing grade in Recital Laboratory (MUSI 1500) and Studio Class (MUSA 2X05) according to the major or minor field specifications. For further information, consult the Augusta State University Music Student Handbook.

### 6. Advising

All music majors are required to have an advisor on the full-time music faculty. Self-advising for a degree in music is not allowed. The student must obtain their advisor's signature on all registration forms and Add/Drop forms.

### 7. Exit Exams

All music majors are required to take the Music Major Exit Exam, which is given during the final semester of study.

## GENERAL EDUCATION REQUIREMENTS

Students declaring a music major must complete the requirements of the university-wide program which includes Core Areas A-E.

## CORE CURRICULUM IN MUSIC (AREA F)

All music majors take a basic core of music courses, studies and activities. This core curriculum educates the musician in the art form. It strives to improve music literacy, develop artistic sensitivity and provide a broad artistic experience for all music students. Further, it is designed to raise the quality of music-making in each student regardless of individual professional goals. The Core Area F in music is required of all music majors in the university.

## PLACEMENT EXAMINATIONS UPON ENTRANCE

All entering freshmen music majors must perform a placement audition before a faculty panel in their major performing medium. These auditions will be scheduled during the week prior to the beginning of classes. Students are expected to demonstrate background and experience through high school programs or prior collegiate work in band/wind ensemble, orchestra, choir, and/or private study, church music, musical theater, etc. Students without this background must show extraordinary potential to be admitted as a music major. Students who are unable to demonstrate these abilities will not be admitted into the music major and will be advised to seek another major.

Entering freshmen and those who have previous college credit, but are new to the music major, must also take an evaluative exam in music fundamentals. Students will be placed into appropriate course work based on the results of this exam. This test can be pre-empted by earning a grade of C or better in MUSI 1201. See the Music Department website for further information on these topics.

# MUSIC

## Bachelor of Arts with a Major in Music

Core Curriculum Areas A-E for Music Majors	42	
Music Major Core Area F (Grade of C or better is required in all these courses)	17	
Lower Division Theory Courses	10	
Take each of the following courses:		
MUSI 1101 Elementary Ear Training and Sight Singing I		
MUSI 1211 Elementary Part Writing and Analysis I		
MUSI 1102 Elementary Ear Training and Sight Singing II		
MUSI 1212 Elementary Part Writing and Analysis II		
MUSI 1521 Class Piano I		
MUSI 1522 Class Piano II		
Lower Division Applied Lessons	4	
Take each of the following courses:		
MUSA 1XX1 Applied Lessons: Concentration		
MUSA 1XX2 Applied Lessons: Concentration		
MUSA 2XX1 Applied Lessons: Concentration		
Major Ensembles as assigned	3	
Bachelor of Arts in Music Common Curriculum (Grade of C or better is required in all these courses)	22	
Recital Experience		
Fulfill each of the following requirements:		
MUSI 1500 Recital Laboratory (7 semesters minimum)		
MUSA 2X05 Studio Class (6 semesters minimum)		
Music Theory Curriculum	9	
Take each of the following courses:		
MUSI 2101 Advanced Ear Training and Sight Singing I		
MUSI 2211 Advanced Part Writing and Analysis I		
MUSI 2102 Advanced Ear Training and Sight Singing II		
MUSI 2212 Advanced Part Writing and Analysis II		
MUSI 3210 Form and Analysis		
Music History Curriculum	8	
Take each of the following courses:		
MUSI 2230 Introduction to the Masterworks of Western Music Literature		
MUSI 3340 Music History I: Middle Ages Through the Baroque		
MUSI 3350 Music History II: Classical Period to the Present		
Miscellaneous Requirements	5	
Take each of the following:		
MUSI 2523 Class Piano III		
MUSI 2524 Class Piano IV		
MUSI 1810 Music Technology		
MUSI 4090 Senior Project for the Bachelor of Arts in Music		
Electives (6 at Upper Division Level)	10	
Liberal Arts Emphasis Curriculum (Grade of C or better is required in all these courses)	14	
Applied Concentration Lessons (at least 2 at upper division level)	4	
Major Ensembles (at upper division level)	2	
Upper Division Hours in Music	8	
MUSI 3560 (Fundamentals of Conducting)		
Select 6 hours from MUSI 3XXX-4XXX (with the exception of MUSI 3310)		
Additional Requirements		
Minor Field	15-18	
Foreign Language (Take through 1002 level in a foreign language, or satisfy the foreign language proficiency exam for that level).	0-6	
Physical Education	5	
Total Hours for the Degree	125	



# MUSIC

## Bachelor of Music with a Major in Music Education, Instrumental Track

Core Curriculum Areas A-E for Music Majors	42
Music Education Core Curriculum: Area F (Grade of C or better is required in all these courses)	18
Take each of the following courses:	11
EDUC 2110 - Investigating Critical and Contemporary Issues in Education	3
EDUC 2120 - Exploring Social-Cultural Perspectives on Diversity	3
EDUC 2130 - Exploring Learning and Teaching	3
MUSI 1521 - Class Piano I	1
MUSI 1522 - Class Piano II	1
Lower Division Applied Lessons	4
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX1 Applied Lessons: Concentration	
Major Ensembles as assigned	3
Music Education Curriculum (Grade of C or better is required in all these courses)	44
Applied Concentration Lessons (at least 4 at upper divisional level)	6
Recital Experience	
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (7 semesters minimum )	
MUSA 2X05 Studio Class (7 semesters minimum)	
MUSA 3XX5 Junior Recital	
Music Theory Curriculum	18
Take each of the following courses:	
MUSI 1101 Elementary Ear Training and Sight-Singing I	
MUSI 1102 Elementary Ear Training and Sight-Singing II	
MUSI 1211 Elementary Part Writing and Analysis I	
MUSI 1212 Elementary Part Writing and Analysis II	
MUSI 2101 Advanced Ear Training and Sight Singing I	
MUSI 2211 Advanced Part Writing and Analysis I	
MUSI 2102 Advanced Ear Training and Sight Singing II	
MUSI 2212 Advanced Part Writing and Analysis II	
MUSI 3210 Form and Analysis	
MUSI 4210 Instrumentation and Orchestration	
Music History Curriculum	8
Take each of the following courses:	
MUSI 2230 Introduction to the Masterworks of Western Music Literature	
MUSI 3340 Music History I: Middle Ages Through the Baroque	
MUSI 3350 Music History II: Classical Period to the Present	
Major Ensembles (2 hrs. minimum at upper division level)	3
Miscellaneous Requirements	4
Take each of the following:	
MUSI 3560 Fundamentals of Conducting	1
MUSI 2523 Class Piano III	1
MUSI 2524 Class Piano IV	1
MUSI 1810 Music Technology	1
Instrument/Voice Methods, Instrumental Track	5
MUSI 3420/6420 Brass Methods	
MUSI 3430/6430 Woodwind Methods	
MUSI 3440/6440 String Methods	
MUSI 3450/6450 Percussion Methods	
MUSI 3460/6460 Marching Band Methods	
Professional Music Education Requirements	24

(Grade of C or better is required in all these courses)  
 Take each of the following courses: 9  
 MUSI 3410 Elementary and Middle School Music Methods (3)  
 MUSI 4410 Conducting and Methods of Secondary School  
 Instrumental Music (3)  
 MUSI 4420 Conducting and Methods of Secondary School  
 Choral Music (3)

Admission to Teacher Education, followed by:  
 SPED 4002 Instructional Strategies for Teaching Students  
 with Disabilities in General Education Settings 3  
 MUSI 4492 Music Apprenticeship and Seminar 12

All Music Education majors must take and receive a passing  
 score on the Georgia Assess Online Technology Test.

Physical Education 5  
 Total Hours for the Degree 133

## MUSIC

### Bachelor of Music with a Major in Music Education, Vocal Track

Core Curriculum Areas A-E for Music Majors 42

Music Education Core Curriculum: Area F 18  
 (Grade of C or better is required in all these courses)

Take each of the following courses: 11  
 EDUC 2110 - Investigating Critical and  
 Contemporary Issues in Education 3  
 EDUC 2120 - Exploring Social-Cultural  
 Perspectives on Diversity 3  
 EDUC 2130 - Exploring Learning and Teaching 3  
 MUSI 1521 - Class Piano I 1  
 MUSI 1522 - Class Piano II 1

Lower Division Applied Lessons 4  
 Take each of the following courses:  
 MUSA 1XX1 Applied Lessons: Concentration  
 MUSA 1XX2 Applied Lessons: Concentration  
 MUSA 2XX1 Applied Lessons: Concentration  
 Major Ensembles as assigned 3

Music Education Curriculum 44  
 (Grade of C or better is required in all these courses)

Applied Concentration Lessons (at least 4 at upper  
 divisional level) 6

Recital Experience  
 Fulfill each of the following requirements:  
 MUSI 1500 Recital Laboratory (7 semesters minimum)  
 MUSA 2X05 Studio Class (7 semesters minimum)  
 MUSA 3XX5 Junior Recital 18

Music Theory Curriculum 18  
 Take each of the following courses:  
 MUSI 1101 Elementary Ear Training and Sight-Singing I  
 MUSI 1102 Elementary Ear Training and Sight-Singing II  
 MUSI 1211 Elementary Part Writing and Analysis I  
 MUSI 1212 Elementary Part Writing and Analysis II  
 MUSI 2101 Advanced Ear Training and Sight Singing I  
 MUSI 2211 Advanced Part Writing and Analysis I

MUSI 2102 Advanced Ear Training and Sight Singing II	
MUSI 2212 Advanced Part Writing and Analysis II	
MUSI 3210 Form and Analysis	
MUSI 4210 Instrumentation and Orchestration	
Music History Curriculum	8
Take each of the following courses:	
MUSI 2230 Introduction to the Masterworks of Western Music Literature	
MUSI 3340 Music History I: Middle Ages Through the Baroque	
MUSI 3350 Music History II: Classical Period to the Present	
Major Ensembles (2 hrs. minimum at upper division level)	3
Miscellaneous Requirements	4
Take each of the following:	
MUSI 3560 Fundamentals of Conducting (1)	
MUSI 2523 Class Piano III (1)	
MUSI 2524 Class Piano IV (1)	
MUSI 1810 Music Technology (1)	
Instrument/Voice Methods, Vocal Track	5
MUSI 3420/6420 Brass Methods	
MUSI 3430/6430 Woodwind Methods	
MUSI 3440/6440 String Methods	
MUSI 3450/6450 Percussion Methods	
MUSI 3470/6470 Vocal Methods	
Professional Music Education Requirements	24
(Grade of C or better is required in all these courses)	
Take each of the following courses:	9
MUSI 3410 Elementary and Middle School Music Methods (3)	
MUSI 4410 Conducting and Methods of Secondary School Instrumental Music (3)	
MUSI 4420 Conducting and Methods of Secondary School Choral Music (3)	
Admission to Teacher Education, followed by:	
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
MUSI 4492 Music Apprenticeship and Seminar	12
All Music Education majors must take and receive a passing score on the Georgia Assess Online Technology Test.	
Physical Education	5
Total Hours for the Degree	133

# MUSIC

## Bachelor of Music with a Major in Performance, Instrumental Track

Core Curriculum Areas A-E for Music Majors	42
Music Major Core Area F (Grade of C or better is required in all these courses)	18
Lower Division Theory Courses	10
Take each of the following courses:	
MUSI 1101 Elementary Ear Training and Sight Singing I	2
MUSI 1211 Elementary Part Writing and Analysis I	2
MUSI 1102 Elementary Ear Training and Sight Singing II	2
MUSI 1212 Elementary Part Writing and Analysis II	2
MUSI 1521 Class Piano I	1
MUSI 1522 Class Piano II	1
Lower Division Applied Lessons	4
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX3 Applied Lessons: Major	
Major Ensembles as assigned	4
Bachelor of Music in Performance Common Curriculum (Grade of C or better is required in all these courses)	46
Applied Major Lessons (at least 12 at upper divisional level) (*one hour taken from MUSA 2XX3)	16*
Recital Experience	1
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory 7 semesters minimum	
MUSA 2X05 Studio Class 7 semesters minimum	
MUSA 3XX5 Junior Recital	
MUSA 4XX5 Senior Recital	
Music Theory Curriculum	10
Take each of the following courses:	
MUSI 2101 Advanced Ear Training and Sight Singing I	
MUSI 2211 Advanced Part Writing and Analysis I	
MUSI 2102 Advanced Ear Training and Sight Singing II	
MUSI 2212 Advanced Part Writing and Analysis II	
MUSI 3210 Form and Analysis	
MUSI 4210 Instrumentation and Orchestration	
Music History Curriculum	8
Take each of the following courses:	
MUSI 2230 Introduction to the Masterworks of Western Music Literature	
MUSI 3340 Music History I: Middle Ages Through the Baroque	
MUSI 3350 Music History II: Classical Period to the Present	
Major Ensembles (at upper division level)	3
Miscellaneous Requirements	4
Take each of the following:	
MUSI 3560 Fundamentals of Conducting	1
MUSI 2523 Class Piano III	1
MUSI 2524 Class Piano IV	1
MUSI 1810 Music Technology	1
Upper Division Music Theory	4
Select from MUSI 32XX-42XX, MUSI 3720, MUSI 3810	
Instrumental Performance Track Curriculum (Grade of C or better is required in all these courses)	18

Pedagogy and Studio Teaching Practicum Experience	4
Take each of the following courses:	
MUSI 3540 Instrumental Pedagogy	
MUSI 4541 Directed Studio Teaching - Instrumental	
Music History and Literature	8
Select from MUSI 3330-43XX, MUSI 4730, MUSI 4900	
Small Ensembles (as assigned from MUSI 3660-46XX)	6
Physical Education	5
Total Hours for the Degree	129

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## MUSIC

### Bachelor of Music with a Major in Performance, Piano Track

Core Curriculum Areas A-E for Music Majors	42
Music Major Core Area F	18
(Grade of C or better is required in all these courses)	
Lower Division Theory Courses	10
Take each of the following courses:	
MUSI 1101 Elementary Ear Training and Sight Singing I	2
MUSI 1211 Elementary Part Writing and Analysis I	2
MUSI 1102 Elementary Ear Training and Sight Singing II	2
MUSI 1212 Elementary Part Writing and Analysis II	2
MUSI 2525 Advanced Keyboard Skills	1
MUSI 3551 Keyboard Accompanying	1
Lower Division Applied Lessons	4
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX3 Applied Lessons: Major	
Major Ensembles as assigned	4
Bachelor of Music in Performance Common Curriculum	46
(Grade of C or better is required in all these courses)	
Applied Major Lessons (at least 12 at upper divisional level) (*one hour taken from MUSA 2XX3)	16*
Recital Experience	1
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (7 semesters minimum)	
MUSA 2X05 Studio Class (7 semesters minimum)	
MUSA 3XX5 Junior Recital	
MUSA 4XX5 Senior Recital	
Music Theory Curriculum	10
Take each of the following courses:	
MUSI 2101 Advanced Ear Training and Sight Singing I	
MUSI 2211 Advanced Part Writing and Analysis I	
MUSI 2102 Advanced Ear Training and Sight Singing II	
MUSI 2212 Advanced Part Writing and Analysis II	
MUSI 3210 Form and Analysis	
MUSI 4210 Instrumentation and Orchestration	
Music History Curriculum	8
Take each of the following courses:	
MUSI 2230 Introduction to the Masterworks of Western Music Literature	
MUSI 3340 Music History I: Middle Ages Through the Baroque	
MUSI 3350 Music History II: Classical Period to the Present	

Major Ensembles (at upper division level)	3	
Miscellaneous Requirements	4	
Take each of the following:		
MUSI 1810 Music Technology	1	
MUSI 3560 Fundamentals of Conducting	1	
MUSI 3551 Keyboard Accompanying	1	
MUSI 4670 Keyboard Ensemble		
OR MUSI 3660 ASU Jazz Ensemble	1	
Upper Division Music Theory	4	
Select from MUSI 32XX-42XX, MUSI 3720, MUSI 3810		
Piano Performance Track Curriculum (Grade of C or better is required in all these courses)		18
Pedagogy and Studio Teaching Practicum Experience	4	
Take each of the following courses:		
MUSI 3530 Piano Pedagogy		
MUSI 4531 Directed Studio Teaching-Keyboard		
Piano Performance	9	
Take each of the following courses:		
MUSI 4341 Piano Literature I		
MUSI 4342 Piano Literature II		
MUSI 4670 Keyboard Ensemble (2 hours minimum)		
MUSI 3551 Keyboard Accompanying		
MUSI 3552 Keyboard Accompanying Practicum (2 hrs minimum)		
Music History and Literature	4	
Select from MUSI 3330-43XX, MUSI 4730, MUSI 4900		
Chamber Music Ensembles	1	
MUSI 4690 Chamber Music Ensemble(s)		
Physical Education		5
Total Hours for the Degree		129

# MUSIC

## Bachelor of Music with a Major in Performance, Vocal Track

Core Curriculum Areas A-E for Music Majors	42
Music Major Core Area F	18
(Grade of C or better is required in all these courses)	
Lower Division Theory Courses	10
Take each of the following courses:	
MUSI 1101 Elementary Ear Training and Sight Singing I	2
MUSI 1211 Elementary Part Writing and Analysis I	2
MUSI 1102 Elementary Ear Training and Sight Singing II	2
MUSI 1212 Elementary Part Writing and Analysis II	2
MUSI 1521 Class Piano I	1
MUSI 1522 Class Piano II	1
Lower Division Applied Lessons	4
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX3 Applied Lessons: Major	
Major Ensembles as assigned	4
Bachelor of Music in Performance Common Curriculum	46
(Grade of C or better is required in all these courses)	
Applied Major Lessons (at least 12 at upper divisional *level) (*one hour taken from MUSA 2XX3)	16
Recital Experience	1
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (7 semesters minimum)	
MUSA 2X05 Studio Class (7 semesters minimum)	
MUSA 3XX5 Junior Recital	
MUSA 4XX5 Senior Recital	
Music Theory Curriculum	10
Take each of the following courses:	
MUSI 2101 Advanced Ear Training and Sight Singing I	
MUSI 2211 Advanced Part Writing and Analysis I	
MUSI 2102 Advanced Ear Training and Sight Singing II	
MUSI 2212 Advanced Part Writing and Analysis II	
MUSI 3210 Form and Analysis	
MUSI 4210 Instrumentation and Orchestration	
Music History Curriculum	8
Take each of the following courses:	
MUSI 2230 Introduction to the Masterworks of Western Music Literature	
MUSI 3340 Music History I: Middle Ages Through the Baroque	
MUSI 3350 Music History II: Classical Period to the Present	
Major Ensembles (at upper division level)	3
Miscellaneous Requirements	4
Take each of the following:	
MUSI 3560 Fundamentals of Conducting	1
MUSI 2523 Class Piano III	1
MUSI 2524 Class Piano IV	1
MUSI 1810 Music Technology	1
Upper Division Music Theory	4
Select from MUSI 32XX-42XX, MUSI 3720, MUSI 3810	
Vocal Performance Track Curriculum	18
(Grade of C or better is required in all these courses)	
Pedagogy and Studio Teaching Practicum Experience	4
Take each of the following courses:	

MUSI 3520 Vocal Pedagogy	
MUSI 4521 Directed Studio Teaching - Vocal Performance	6
Take each of the following courses	
MUSI 3511/6511 English Diction for Singers	
MUSI 3512/6512 Italian Diction for Singers	
MUSI 3513/6513 German Diction for Singers	
MUSI 3514/6514 French Diction for Singers	
MUSI 4320 Vocal Literature	
Music History and Literature	6
Select from MUSI 3330-43XX, MUSI 4730, MUSI 4900	
Small Ensembles (as assigned from MUSI 4610-4620)	2
Physical Education	5
Total Hours for the Degree	129

## MUSIC

### Minor in Music

The Minor in Music is designed for students who have an interest and ability in music. Students wishing to declare a music minor must consult with the Chair of the Department of Music.

Lower Division Theory Courses	4
MUSI 1101 Elementary Ear Training and Sight Singing I	
MUSI 1211 Elementary Part Writing and Analysis I	
Miscellaneous Requirement	
Computer Applications in Music Proficiency	0
Major Ensembles (as assigned at upper division level)	4
Music History Requirement	2
MUSI 2230 Introduction to the Masterworks of Western Music Literature	
Upper Division Miscellaneous Hours	2
Select from the following courses:	
MUSI 3330/ANTH 3330 Music of the World's Peoples	
MUSI 3340 Music History I	
MUSI 3350 Music History II	
MUSI 4310 Choral Literature	
MUSI 4350 Orchestral Literature	
MUSI 4370 Wind Ensemble Literature	
MUSI 4320 Vocal Literature	
MUSI 4330 Opera Literature	
MUSI 4341 Piano Literature I	
MUSI 4342 Piano Literature II	
MUSI 4360 Chamber Music Literature	
MUSI 4730 Jazz History and Literature	
Recital Experience	0
MUSI 1500 Recital Laboratory (4 semesters minimum)	
MUSI 2X05 Studio Class (4 semesters minimum)	
Applied Secondary Lessons (at least 3 hours at upper division level)	3
Choose from the following:	
MUSA 1XX0 Applied Secondary Lessons (1)	
MUSA 1XX1 or MUSA 1XX2 Applied Concentration Lessons (2)	
MUSA Applied Secondary Lessons (1)	
MUSA 3XX1 or MUSA 3XX2 Applied Concentration Lessons(2)	
Total Hours for the Music Minor	18



## NURSING PROGRAM

### The Nursing BSN degree WILL BE LAUNCHED JANUARY 2010

#### **Bachelor of Science in Nursing (BSN)**

The complexity of health care, the rapidly changing arena in which it occurs, and the expanding roles of nurses require that professional nurses enter practice as competent nurses with the ability to care for diverse populations in a variety of healthcare and community settings. Baccalaureate nursing education better prepares the undergraduate nursing student for entry into the nursing profession.

#### **Bachelor of Science in Nursing (BSN) Degree Program**

The essential components of the ASU BSN program include liberal education, professional values, core competencies, and role development. The BSN program prepares graduates to become expert providers of nursing care. It incorporates professional standards and values while imparting the skills of a registered nurse and ensures that graduates are effective communicators, embracers of positive change, protectors of the environment, and skillful users of research to improve nursing, healthcare, and healthcare systems. The ASU BSN program is designed to produce graduates who are socially responsible, internationally competitive, and globally informed. The program also aims to equip students with an excellent foundation for admission into graduate level nursing education programs.

The program has developmental approval by the Georgia Board of Nursing (Secretary of State, Professional Licensing Boards Division, 237 Coliseum Dr., Macon, GA 31217-3858, 478/207-1300, ([www.sos.state.ga.us/plb/rn](http://www.sos.state.ga.us/plb/rn))).

It has applied for candidacy status from the National League for Nursing Accrediting Commission (NLNAC Inc., 61 Broadway, New York, NY 10006, 212/363-5555 x153, [www.nlnac.org](http://www.nlnac.org)). Upon successful completion of the program, graduates are awarded the Bachelor of Science in Nursing Degree and are eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN).

Approval for admission to the licensing examination and subsequent Registered Nurse licensure of qualified applicants for the state of Georgia is granted by the Georgia Board of Nursing.

Applicants to the nursing program should be aware that the State Board of Nursing has the right to refuse to grant registered nurse licenses to any individuals regardless of their educational credentials under circumstances of:

1. Falsification of application for licensure.
2. Conviction of a felony or crime of moral turpitude.
3. Other moral and legal violations specified in the Georgia law.

Students who think they may have an applicable situation are strongly advised to speak with the department chair early in their program of study.

#### **Bachelor of Science in Nursing (BSN) Degree Program Requirements**

The BSN degree requires 122 credit hours (60 credit hours in the core curriculum, 60 credit hours in the nursing major, and a University requirement of 2 credit hours in wellness). In accordance with graduation requirements, students must satisfy mandates set by August State University, the University System of Georgia, and the Georgia legislature. The ASU Department of Nursing offers three tracks leading to a BSN degree. Two tracks are designed for pre-professional licensure students. The third track is for RNs seeking completion of the baccalaureate degree.

#### *Legislative Requirements*

1. Georgia History / U.S. History
2. Georgia Constitution / U.S. Constitution
3. Regents' Exam

#### *Departmental Requirements*

1. Ongoing Contact and Interview with Designated Nursing advisor
2. Application to and Acceptance into the Nursing Program
3. Tests of Essential Academic Skills (TEAS) Exam
4. Criminal Background Checks \*
5. Drug Screens \*
6. Minimum Grade of "C" in all core and nursing courses
7. Standardized Nursing Achievement Tests
8. Exit Survey
9. Exit Interview

\*All students admitted into the nursing program must successfully satisfy the requirements for the clinical components of the

nursing courses to successfully complete the nursing course. Clinical agencies have the right to refuse students access to their sites based on information obtained from criminal background checks and/or drug screen results. In the event a student can not satisfy the requirements for the clinical component of a course, the student will receive a failing grade for the course and will be dismissed from the nursing program.

The Department of Nursing reserves the right to deny students admission to the nursing program and/or dismiss students from the nursing program under the circumstance of:

1. Falsification of nursing application for program admission.
2. Conviction of a felony or crime of moral turpitude.
3. Other moral and legal violations specified in the Georgia law.

**Bachelor of Science in Nursing (BSN) Degree Program Core Requirements: 60 Credits \***

**CORE AREA A: 9 Credits**

- ENGL1101: English Composition (ENGL 1113 Hon) (3)
- ENGL1102: English Composition II (ENGL 1114 Hon)(3)
- MATH1111: College Algebra (3)

**CORE AREA B: 4 Credits**

- HUMN 2001/HUMN 2002: World Humanities (2)
- COMS 1010: Intro Comm. (2) or COMS1020 (3)

**CORE AREA C: 6 Credits**

- HUMN 2001/HUMN2002: World Humanities I/II (6)

**CORE AREA D: 11 Credits**

- CHEM1151 & CHEM1152: Survey of Chemistry I/ II (8)
- or CHEM1211 & CHEM1212 Prin. of Chem. I/II (8)
- MATH 2210: Elementary Statistics (3)

**CORE AREA E: 12 Credits**

- HIST 2111/2112: History (3)
- POLS 1101: Intro to Political Science (3)
- PSYC 1101: Intro to General Psychology (3)
- SOCI 1101: Intro to Sociology (3)

**CORE AREA F: 18 Credits**

- BIOL 2111/2112: Anatomy/Physiology I & II (8)
- BIOL 2500: Microbiology (4)
- PSYCH 2103: Intro to Human Development (3)

*Select One Of The Following:*

- POLS 2401: Intro to Global Issues (3)
- or SOCI 2241: Social & Cultural Diversity (3)
- or ECON 1810: Intro to Economics (3)
- or ANTH 1102: Intro to Anthropology (3)

**\*Grade of C or better is required for each core course. Each core course may be repeated only once.**

**\*Two (2) Activity Wellness Courses are required for graduation.**

**\*Students with a baccalaureate degree in another discipline are required to complete Core Areas D and F.**

**Basic Bachelor of Science in Nursing (BSN) Track**

The Basic BSN Track is designed for pre-professional licensure students without previous nursing experience and who are not licensed as practical nurses. These students complete the 60 credit-hours in core requirements prior to application to the nursing program and once accepted into the program complete 60 credit -hours in the major.

**Nursing Major Concentration\***

- NURS 3000 Foundations of Nursing Practice (7)
- NURS 3001 Health Promotion in Individuals/Families (3)
- NURS 3002 Nursing Research (3)
- NURS 3003 Evidence Based Nursing Practice I (9)
- NURS 3004 Nutrition and Health Care (2)

NURS 3005 Clinical Pharmacology	(3)
NURS 3010 LPN to BSN Transition Course	(5)
NURS 4001 Evidence Based Nursing Practice II	(9)
NURS 4002 Health Promotion in Communities	(4)
NURS 4003 Nursing and Spirituality	(2)
NURS 4004 Evidence Based Nursing Practice III	(8)
NURS 4005 Nursing Trends and Issues	(2)
NURS 4006 Nursing Leader/Designer/Manager	(5)

*NURS Electives*

(Select 3 credit hours)

NURS 4007 Nursing and Technology	(2)
NURS 4008 Public Policy and Health Care	(3)
NURS 4010 Cultural Diversity	(3)
NURS 4011 Ethics in Health Care	(3)
NURS 4012 Future Trends in Geriatrics	(3)
NURS 4950 Selected Topics	(1-3)
NURS 4960 Undergraduate Internship	(1-3)

**Grade of C or better is required for each Nursing course.\***

**SAMPLE SCHEMA for BASIC BSN TRACK**

**Completion of 60 Credit-Hours in Core Required Prior to Admission into Program.**

**Year 1**

Fall		(15)
	ENGL 1101 (3)	
	MATH 1111	(3)
	PSYC 1101	(3)
	COMS 1010	(2)
	HIST 2111/2112	(3)
	WELL	(1)
Spring		(14)
	ENGL 1102	(3)
	POLS 1101	(3)
	CHEM 1211/1151	(4)
	SOCI 1101	(3)
	WELL	(1)

**Year 2**

Fall		(12)
	HUMN 2001	(4)
	BIOL 2111	(4)
	CHEM 1212/1152	(4)
Spring		(14)
	HUMN 2002	(4)
	BIOL 2112	(4)
	POLS 2401/SOCI 2241	(3)
	PSYC 2103	(3)
Summer		(7)
	BIOL 2500	(4)
	MATH 2210	(3)

**Year 3**

Fall		(15)
	NURS 3000 Foundation of Nursing Practice	(7)
	NURS 3004 Nutrition and Health Care	(2)
	NURS 3005 Clinical Pharmacology	(3)
	NURS Free Elective	(3)

Spring			(15)
	NURS 3003	Evidence Based Nursing Practice I	(9)
	NURS 3001	Health Promotion in Individuals/Families	(3)
	NURS 3002	Nursing Research	(3)
<b>Year 4</b>			
Fall			(15)
	NURS 4001	Evidence Based Nursing Practice II	(9)
	NURS 4002	Health Promotion in Communities	(4)
	NURS 4003	Nursing and Spirituality	(2)
Spring			(15)
	NURS 4004	Evidence Based Nursing Practice III	(8)
	NURS 4005	Nursing Trends and Issues	(2)
	NURS 4006	Nurse Leader/Designer/Manager	(5)

### LPN to BSN Track

The LPN to BSN Track is designed for pre-professional licensure students who hold a valid and unrestricted license as a practical nurse (LPN) in the state of Georgia. These students complete the 60 credit-hours in core requirements prior to application to the nursing program. Upon acceptance into the nursing program, the students in the LPN to BSN track must successfully complete a five credit-hour LPN to BSN Transition course (NURS 3010). Students who are successful in NURS 3010 receive 18 hours of credit toward the major and exempt Nursing Foundation and Evidence Based Nursing I (NURS 3003). Students must complete the following additional 42 credit-hours in the major:

Nursing Major Concentration			42 Credit Hours *
	NURS 3001	Health Promotion in Individuals/Families	(3)
	NURS 3002	Nursing Research	(3)
	NURS 3005	Clinical Pharmacology	(3)
	NURS 3010	LPN to BSN Transition Course	(5) *
	NURS 4001	Evidence Based Nursing Practice II	(9)
	NURS 4002	Health Promotion in Communities	(4)
	NURS 4004	Evidence Based Nursing Practice III	(8)
	NURS 4005	Nursing Trends and Issues	(2)
	NURS 4006	Nursing Leader/Designer/Manager	(5)

\* Grade of C or better is required for each course

### SAMPLE SCHEMA for LPN TO BSN TRACK (Part-Time Option) Completion of 60 Credit-Hours in Core Required Prior to Admission into Program.

Summer			(8)
	NURS 3010	LPN to BSN Transition	(5)
	NURS 3005	Clinical Pharmacology	(3)
Fall			(10)
	NURS 3001	Health Promotion in Individuals and Families	(3)
	NURS 3002	Nursing Research	(3)
	NURS 4002	Health Promotion in Communities	(4)
Spring			(9)
	NURS 4001	Evidence Based Nursing Practice II	(9)
Summer			(8)
	NURS 4004	Evidence Based Nursing Practice III	(8)
Fall			(7)
	NURS 4005	Nursing Trends and Issues	(2)
	NURS 4006	Nursing Leaders/Designers/Manager	(5)

### SAMPLE SCHEMA for LPN TO BSN TRACK (Accelerated Option) Completion of 60 Credit-Hours in Core Required Prior to Admission into Program.

Summer		(11)
NURS 3010	LPN to BSN Transition	(5)
NURS 3005	Clinical Pharmacology	(3)
NURS 3001	Health Promotion in Individuals and Families	(3)
Fall		(16)
NURS 3002	Nursing Research	(3)
NURS 4002	Health Promotion in Communities	(4)
NURS 4001	Evidence Based Nursing Practice II	(9)
Spring		(15)
NURS 4004	Evidence Based Nursing Practice III	(8)
NURS 4005	Nursing Trends and Issues	(2)
NURS 4006	Nursing Leaders/Designers/Manager	(5)

### RN to BSN Track

Students who enter the RN to BSN track are registered nurses who hold a valid and unrestricted license as a registered nurse (RN) in the state of Georgia. They must complete 60 credit-hours in core requirements prior to applying to the nursing program. Once admitted into the program, they receive 32 hours of credit toward the major and must earn another 28 hours in the major to satisfy the degree.

### Nursing Major Concentration

**28 Credit Hours \***

NURS 3001	Health Promotion in Individuals/Families	(3)
NURS 3002	Nursing Research	(3)
NURS 3004	Nutrition and Health Care	(2)
NURS 3005	Clinical Pharmacology	(3)
NURS 4002	Health Promotion in Communities	(4)
NURS 4005	Nursing Trends and Issues	(2)
NURS 4006	Nursing Leader/Designer/Manager	(5)

### NURS Electives

(6 credit hours)

NURS 4007	Nursing and Technology	(2)
NURS 4008	Public Policy and Health Care	(3)
NURS 4010	Cultural Diversity	(3)
NURS 4011	Ethics in Health Care	(3)
NURS 4012	Future Trends in Geriatrics	(3)
NURS 4950	Selected Topics	(1-3)
NURS 4960	Undergraduate Internship	(1-3)

**Grade of C or better is required for each course.\***

### SAMPLE SCHEMA for RN to BSN (Accelerated Track)

**Completion of 60 Credit-Hours in Core Required Prior to Admission into Program.**

Summer		(14)
NURS 3001	Health Promotion in Individuals/Families	(3)
NURS 3002	Nursing Research	(3)
NURS 3005	Clinical Pharmacology	(3)
NURS 3004	Nutrition and Health Care	(2)
NURS	Elective	(3)
Fall		(14)
NURS 4002	Health Promotion in Communities	(4)
NURS 4005	Nursing Trends	(2)
NURS 4006	Nurse Leaders/ Designer/Manager	(5)
NURS	Elective	(3)

**SAMPLE SCHEMA for RN to BSN  
(Part Time Option)  
Completion of 60 Credit-Hours in Core Required Prior to Admission into Program.**

Summer		(8)
	NURS 3001 Health Promotion in Individuals and Families	(3)
	NURS 3002 Nursing Research	(3)
	NURS 3004 Nutrition and Health Care	(2)
Fall		(10)
	NURS Nursing Elective	(3)
	NURS 4002 Health Promotion in Communities	(4)
	NURS 3005 Clinical Pharmacology	(3)
Spring		(10)
	NURS Elective	(3)
	NURS 4005 Nursing Trends And Issues	(2)
	NURS 4006 Nurse Leaders/ Designer/Manager	(5)

**Bachelor of Science in Nursing (BSN) Degree Program: Admission Process**

*The ASU Department of Nursing will make every effort to keep students apprised of admission criteria. However, admission criteria is subject to change and it is the student's responsibility to contact a nursing advisor as soon as possible upon declaring nursing a major and to maintain frequent contact with the designated nursing advisor.*

Students seeking admission into the BSN program must be accepted into the University and meet the criteria for full and unconditional admission to the University. Students must also submit a separate nursing application to the Department of Nursing. At the time of application to the program, students must be in good standing with the University and satisfy all admission criteria for the BSN track for which the student seeks application. The nursing application is obtained from the nursing advisor.

\*All students admitted into the nursing program must successfully satisfy the requirements for the clinical components of the nursing courses to successfully complete the nursing courses. Clinical agencies have the right to refuse students access to their sites based on information obtained from criminal background checks and/or drug screen results. In the event a student can not satisfy the requirements for the clinical component of a course, the student will receive a failing grade for the course and will be dismissed from the nursing program.

Students applying for admission to the nursing program are expected to meet at least the minimum departmental requirements for program admission and program progression at the time of application. Enrollment is limited to a specific number of students based on clinical spaces and available resources, and students are admitted into the BSN program based on a selection process, faculty recommendation, space availability, and approval of the department chair. The minimum admission criteria for each track of the BSN program follow below:

**Prelicensure (Basic) BSN Track: Admission Criteria**

- Unrestricted Admission into ASU with evaluation of all transcripts
- Interview with assigned ASU Nursing advisor
- Submit Nursing Application to the nursing program
- Minimum Institutional GPA of 2.5
- If transfer student, minimum transfer GPA of 2.5
- Minimum Nursing GPA of 2.5 \*
- Successful completion of the Regent's Exams
- Completion of all core courses
- Minimum grade of "C" in all core courses
- Each core course may be repeated only once
- No more than one unsuccessful attempt to successfully complete any professional nursing degree program, including associate and baccalaureate degree nursing programs.
- Completion of the TEAS exam above decision score
- Criminal background checks are required of all students accepted into the nursing program.
- Drug Screens are required of all students accepted into the nursing program.
- Students are admitted into the BSN program based on a selection process, faculty recommendation, space availability, and approval of department chair.

\*The Nursing GPA is computed from grades of core courses required for the nursing program using the most recent attempt of a repeated course.

### **LPN to BSN Track: Admission Criteria**

- Unrestricted Admission into ASU with evaluation of all transcripts
- Interview with assigned ASU Nursing advisor
- Document Proof of valid and unrestricted GA LPN license
- Application to the nursing program (if qualified)
- Minimum Institutional GPA of 2.5
- If transfer student, minimum transfer GPA of 2.5
- Minimum Nursing GPA of 2.5\*
- Successful completion of the Regent's Exams
- Completion of all core courses
- Minimum grade of "C" in all core courses
- Each core course may be repeated only once
- No more than one unsuccessful attempt to successfully complete any professional nursing degree program, including associate and baccalaureate degree nursing programs.
- Completion of the Test of Essential Academic Skills (TEAS) above the decision score.
- Criminal background checks are required of all students accepted into the nursing program.
- Students are admitted into the LPN to BSN program based on a selection process, faculty recommendation, space availability, and approval of department chair.

\*The Nursing GPA is computed from grades of core courses required for the nursing program using the most recent attempt of a repeated course.

### **RN to BSN Program: Admission Criteria**

- Unrestricted Admission into ASU with evaluation of all transcripts
- Meet with assigned ASU Nursing advisor
- Document Proof of valid and unrestricted GA RN license
- Submit Nursing Application to the nursing program
- Minimum Institutional GPA of 2.5
- If transfer student, minimum transfer GPA of 2.5
- Minimum Nursing GPA of 2.5
- Successful completion of the Regent's Exams
- Completion of the following prerequisite courses with minimum grade of C: English Composition I (ENG 1101); English Composition II (ENG 1102); College Algebra (MATH 1111), Statistics (MATH 2210), Human Growth and Development (PSYC 2103); Anatomy and Physiology I (BIOL 2111); Anatomy and Physiology II (BIOL 21120; Microbiology (BIOL 2500), Human Growth and Development, (PSYC 2103), Introduction to Psychology (PSYC 1101) and/or Introduction to Sociology (SOC 1101), Survey of Chemistry I (CHEM 1151) ; Survey of Chemistry II (1152) , or Principles of Chemistry I (CHEM 1211) and Principles of Chemistry II (1212).
- Completion of all remaining core course requirements with minimum grade requirements.
- Each core course may be repeated only once
- No more than one unsuccessful attempt to successfully complete any professional nursing degree program, including associate and baccalaureate degree nursing programs.
- Criminal background checks are required of all students accepted into the nursing program.
- Students are admitted into the RN to BSN program based on a selection process, faculty recommendation, space availability, and approval of department chair.

\*The Nursing GPA is computed from grades of core courses required for the nursing program using the most recent attempt of a repeated course.

### **How to Apply**

1. Apply to Augusta State University and receive an unrestricted admission into ASU with evaluation of all transcripts.
2. Meet with the designated ASU nursing advisor to determine eligibility for admission consideration.
3. Complete all core courses with a grade of C or better prior to application to the nursing program. All official transcripts must be evaluated by the ASU Admissions/Registrar office.
4. Successfully satisfy the Regents Testing requirements prior to application to the nursing program. Students may obtain more information about the Regents' exam by visiting the web site of the Augusta State University Testing and Disability Office: ([www.aug.edu/testing\\_and\\_disability\\_services/testing/regents.html](http://www.aug.edu/testing_and_disability_services/testing/regents.html)).
5. Complete the Test of Essential Academic Skills (TEAS) above the decision score. Students may obtain more information about the TEAS exam by visiting the web site of the Augusta State University Testing and Disability Office: ([www.aug.edu/testing\\_and\\_disability\\_services/testing/TEAS/html](http://www.aug.edu/testing_and_disability_services/testing/TEAS/html)).
6. Obtain a nursing application from the nursing advisor and submit it for admission consideration to the Department of Nursing by October 31st for the spring semester of the same academic year and by February 1st for the fall semester of the next academic year. (An academic year is defined as August of one year to May of the next year.)
7. Background checks and drug screens are required for all students accepted into the nursing program. Students are subject to random drug screening throughout the program.

The selection of applications will be based on a ranked score of the adjusted NGPA, a weighted score based on the

completed core courses, and the TEAS results. Students are admitted into the nursing program upon the recommendation of the nursing faculty and with the approval of the department chair.

The decision to admit transfer students from other nursing programs will be made on a case-by-case basis. Because achievement of a grade of C or better in each nursing course (including nursing courses transferred into Augusta State University from other nursing programs) is necessary for successful program completion and because a nursing course may be repeated only once, students who have two or more recorded grades lower than C in nursing courses from a previous nursing program(s) will not be considered for admission into the ASU Nursing program.

### **Pre-Nursing Students**

Augusta State University pre-nursing students are those who have declared Nursing as their major and are working on required core courses before seeking admission to the nursing program. Pre-nursing students will be advised by faculty in the Department of Nursing. Pre-nursing students are encouraged to meet with their designated nursing advisor prior to registration each semester and as the need for additional academic counseling as the need arises.

Students who declare nursing as a major and who are completing learning support requirements are advised through the Learning Support Department. Students in Learning Support are encouraged to meet with a nursing advisor to learn more about the nursing program and its requirements.

### **Post Baccalaureate / Additional Degree Students**

Students who hold a baccalaureate or higher degree in another discipline and who declare nursing as a major are considered pre-nursing students, and they must complete Core Areas D and F. These students are exempt from Regents testing, legislative, and wellness requirements. Post baccalaureate students must satisfy all other university and program admission and progression requirements including minimum grade requirements and course repeat rules. Post baccalaureate students are encouraged to meet with their designated nursing advisor as soon as they declare nursing as a major.

### **Nursing Students**

Students who are admitted into the nursing program are considered nursing students. In order to complete the nursing program, majors are required to maintain a minimum adjusted GPA of 2.00 or higher (Institutional GPA).

Students who do not satisfy a minimum-grade requirement will automatically be dismissed from the ASU nursing program. Nursing students must earn a minimum grade of C in all nursing courses to remain in good standing in the nursing program. A student who earns less than a C in (or withdraws from) a nursing course at ASU will be dismissed from the program.

A student who has been dismissed from the nursing program for a single violation of the minimum-grade requirements explained above may apply to the Department of Nursing for readmission to the program. The Department of Nursing will consider each request on a case-by-case basis.

However, nursing students are permitted no more than two attempts to successfully complete the nursing curriculum (program); attempts include nursing coursework transferred into the University from other nursing programs. Thus a student who transfers in a grade lower than C in a nursing course and then makes a grade below C in a nursing course at ASU will be dismissed from the program and will not be considered for readmission.

Nursing students will have additional requirements related to liability insurance, CPR certification, physical examination, background checks, substance (drug) screenings, immunizations, and TB skin test. Some clinical agencies require students to show proof of health insurance. Students receive information regarding these additional requirements after acceptance. Students may be assessed additional costs related to the program (i.e. liability insurance, uniforms, skills lab fees, and testing fees).

### **Transfers from Other Nursing Programs**

Students who wish to transfer from other nursing programs must apply to ASU and meet regular ASU admission requirements along with nursing program requirements. In addition, they will be required to submit two letters of reference from the previous program: one from the Chair/Director of the program and the other from the faculty member of the last clinical nursing course. For transfer students accepted into the ASU program, placement into the nursing curriculum will be determined by review of course descriptions and content outlines of nursing courses from the previous institution.

Students who have a recorded grade of less than C in one nursing course attempted in another nursing program will be required to meet all the regular institutional admission requirements as well as nursing program requirements. In addition, these students will be required to submit two letters of reference from the previous nursing program: one from the Chair/Director of the program, and one other letter from the clinical faculty member in the nursing course in which the student earned the grade of less than C. If the student is accepted into the ASU nursing program, placement into the nursing curriculum will be determined by review on course descriptions and content outlines of nursing courses successfully completed (grade of C or better earned) from the previous institution.



The decision to admit transfer students will be made on a case-by-case basis and upon space availability. Because achievement of a grade of C or better in each nursing course (including nursing courses transferred into Augusta State University from other nursing programs) is necessary for successful program completion and because a nursing course may be repeated at most only once, students who have two or more recorded grades lower than C in nursing courses from their previous nursing program(s) will not be considered for admission into the ASU Nursing program.

**LPN to BSN Transfer Students with Transfer Nursing Credit-Hours**

Applicants who hold a current and valid Practical Nursing License (LPN) in the State of Georgia and who transfer coursework from other nursing programs into Augusta State University are considered transfer nursing students and must meet all admission and progression criteria related to transfer nursing students, including transfer GPA requirements (at least 2.5), Nursing GPA (at least 2.5), minimum grade achievement in required courses and nursing courses, and course repeat policy (only one nursing course, at most, may be repeated). The Nursing GPA is computed from grades of core courses required for the nursing program using the most recent attempt of a repeated course.



# POLITICAL SCIENCE PROGRAMS

## POLITICAL SCIENCE

### Bachelor of Arts with a Major in Political Science

The objective of the political science program is focused on the study of politics, governments, governmental systems, and the making of public policy. The B.A. degree is offered to better prepare the citizen to exercise political responsibilities and to ground the student for subsequent functioning in the public political system. The major is also structured to prepare the student for post-graduate study in political science; in professional schools of law, journalism, international relations, and public administration; and in post-graduate work leading to specialized careers in research and teaching. **(All Political Science Majors are required to take an Oral and Written Exam before graduation. Their papers must be in students' departmental files.)**

Core Curriculum Areas A-E (see p. 52) 42

Core Curriculum Area F - prerequisite POLS 1101 18  
(Grade of C or better is required in all Area F courses)

Required Courses:

POLS 2101 Intro to Political Science 3

MATH 2210 Elementary Statistics (if not taken in 3  
Area D; if taken in Area D any 2000-level Political  
Science course)

Option 1

Select a language sequence (1002, or higher) 6  
or

Option 2

Select either CSCI 1200 Introduction to 6  
Computers and Programming  
or

MINF 2201 Microcomputer Applications  
And an elective from the approved Area F  
Courses listed below

Electives in Political Science (recommended) 0-6

POLS 2000 Society, Law, and the Criminal

POLS 2401 Intro to Global Issues

Electives in Social Science 0-6

PHIL 1000, HIST 1111, HIST 1112, HIST 2111, HIST 2112

PSYC 1101, SOCI 1101, SOCI 2241, ANTH 1102,

ECON 1810, ECON 2105, ECON 2106, GEOG 1111

Major Concentration 30

(Grade of C or better is required in all these courses)

**POLS 3800, Introduction to Political Research** 3

**Six hours in American Politics from:** 6

POLS 3000 State and Local Government

POLS 3301 Judicial Process

POLS 3401 The Presidency

POLS 3901 Electoral Behavior and Political Parties

POLS 4101 State Government

POLS 4201 Urban Policy Analysis

POLS 4302 Political Economy

POLS 4501 Constitutional Law: Distribution of Power

POLS 4601 Constitutional Law: Civil Liberties

**Six hours in International Relations/Comparative 6  
Politics from:**

POLS 3100 Introduction to the European Union

POLS 3101 Comparative European Governments

POLS 3201 Government and Politics of Post Communist Russia

POLS 3801 International Relations Theory  
 POLS 4701 Governments of Developing Nations  
 POLS 4902 World Politics  
 POLS 4903 International Law  
 POLS 4904 Politics of Latin America  
 POLS 4905 US Foreign Policy

**Three hours in Political Theory from:** 3

POLS 3501 Ancient Political Thought  
 POLS 3601 / PHIL 3601 Modern Political Thought\*  
 POLS 3701 / PHIL 3701 Contemporary Political Thought  
 PHIL 3005 Philosophy of the Human Person  
 PHIL 3020 Existentialism  
 PHIL 3095 Major Philosophers in History  
 PHIL 4030 Ancient Greek Philosophy  
 PHIL 4032 Continental Philosophy  
 PHIL 4990 Undergraduate Research

**Twelve hours from any other 3000 and higher Political Science courses** 12

**Other Upper Level Political Science courses include:**

POLS 4301 Principles of Public Administration  
 POLS 4401 Government Organization and Administrative Theory  
 POLS 4950 Political Science Topics  
 POLS 4960 Undergraduate Internships

Minor Concentration	15-18
Electives	12-15
Physical Education	5
<b>Total Hours for the Degree</b>	<b>125</b>



# POLITICAL SCIENCE

## Bachelor of Arts with a Major in Political Science International Studies Concentration

International Studies is designed to enable and encourage students to become more proficient in understanding global affairs. The curriculum combines a student's choice of area studies: 21 hours in Political Science and 9 hours of a number of courses offered in the Departments of History; Sociology; English and Foreign Languages; Communications and Professional Writing; Psychology and the James M. Hull College of Business. The concentration in International Studies requires language proficiency and/or the study of statistics and/or computer science and mastery of the methodological and theoretical perspectives of the discipline. The education and training provided by this concentration will provide a background for a career in government, business, education, and communications or to pursue advanced degree(s) in Political Science, International Relations, International Law or International Business. All courses require a grade of a C or better.

Core Curriculum Areas A-E (See p. 52) 42

Core Curriculum Area F - prerequisite POLS 1101 18  
(Grade of C or better is required in all Area F courses)

Required Courses:

MATH 2210 Elementary Statistics (if not taken in Area D; 3  
if taken in Area D any 2000-level Political Science course)

Option I

Select a language sequence (1002, or higher) 6  
or

Option II

Select either CSCI 1200 Introduction to 6  
Computers and Programming  
or  
MINF 2201 Microcomputer Applications

And choose an elective from the approved Area F  
Courses listed below

Electives in Social Science 0-9

POLS 2000, Society, Law and the Criminal  
POLS 2101 Introduction to Political Science\*  
POLS 2401 Introduction to Global Issues\*  
PHIL 1000, HIST 1111, HIST 1112, HIST 2111,  
HIST 2112, PSYC 1101, SOCI 1101, SOCI 2241,  
MGMT 2106, ECON 1810, ECON 2105, ECON 2106,  
GEOG 1111, ANTH 1102  
\* recommended

Major Concentration 30  
(Grade of C or better is required in all of these courses)

**POLS 3800, Introduction to Political Research** 3

**International/Comparative Politics**

POLS 3801 International Relations Theory 3  
POLS 4902 World Politics 3

**Choose 3 hours from the following courses:** 3

POLS 3501 Ancient Political Thought  
POLS 3601/PHIL 3601 Modern Political Thought  
POLS 3701/PHIL 3701 Contemporary Political Thought

**Choose 12 hours from the following courses:** 12

POLS 3100 Introduction to the European Union  
POLS 3101 Comparative European Politics  
POLS 3201 Govt. and Politics of Post-Communist Russia  
POLS 4701 Govt. of Developing Nations  
POLS 4801 Govt. and Politics of China  
POLS 4903 International Law and Organization

- POLS 4904 Politics of Latin America
- POLS 4905 United States Foreign Policy
- POLS 4906 International Terrorism
- POLS 4950 Selected Topics\*
- POLS 4960 Undergraduate Internship\*
- \*must be track specific and with the permission of the chair

**Choose 6 hours** from the following courses:

Major Concentration	6
ANTH 4861; BUSA 4200; COMS 3100; ECON 4820; ENGL 4360; HIST 3211, 3311, 3521, 4391, 4950; HUMN 4950; FREN 3210, 3221, 3222; SPAN 3211, 3212, 3220, 3520, 3610, 4530, 4550, 4560, 4710, 4720; SABR 4000. Other foreign language courses 3000 and above.	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
 Total Hours for the Degree and Concentration	 125

## POLITICAL SCIENCE/LEGAL STUDIES

### B.A. in Political Science, Legal Studies Track

The Legal Studies track is open to Political Science majors only and is designed to aid students in their effort to orient their course of study to a particular purpose or goal. It will prepare students for careers in law-related fields, federal and state governments, public and private interest groups, or business and management. In addition, the track can provide a foundation for the ongoing study of law or for graduate study in Political Science. Grade of C or better is required in POLS 1101, prerequisites for all upper division classes and in all program specific courses.

Core Curriculum Areas A-E ( <i>see p. 52</i> )	42
Core Curriculum Area F - prerequisite POLS 1101 (Grade of C or better is required in all Area F courses)	18
Required Courses:	
POLS 2101 Intro to Political Science	3
MATH 2210 Elementary Statistics (if not taken in Area D; if taken in Area D any 2000-level Political Science course)	3
Option I	
Select a language sequence (1002, or higher)	6
or	
Option II	
Select either CSCI 1200 Intro to Comput. and Programming	3
or	
MINF 2201 Microcomputer Applications and an elective from the approved Area F courses listed below	3
Elective in Political Science (recommended)	0-6
POLS 2000 Society, Law, and the Criminal	
POLS 2401 Intro to Global Issues	
Elective in Social Sciences	
PHIL 1000; HIST 1111, 1112, 2111, 2112; PSYC 1101; SOCI 1101, 2241; ANTH 1102; ECON 1810; ECON 2105, ECON 2106, GEOG 1111	
Major Concentration (Grade of C or better is required in all of these courses)	30
<b>POLS 3800, Introduction to Political Research</b>	3

<b>Select 12-15 hours from the following courses:</b>	<b>12-15</b>
POLS 3301 Judicial Process	3
POLS 3302 Judicial Process II	3
POLS 3401 The American Presidency	3
POLS 3501* Ancient Political Thought	3
or POLS 3601 / PHIL 3601* Modern Polit. Thought	
or POLS 3701 / PHIL 3701* Contemp. Polit. Thought	
POLS 4401 Govt. Organization and Admin. Theory	3
POLS 4501 Constitutional Law: Distribution of Power	3
POLS 4601 Constitutional Law: Civil Liberties	3
*one of these courses must be taken	

**Select 6-12 hours from any other 3000 and higher Political Science courses; at least one 3-hour course must be in international relations or comparative government** **6-12**

<b>Select 3-6 hours from the following:</b>	<b>3-6</b>
COMC 3000 Media Law and Ethics	3
SOCI 3332 Juvenile Delinquency	3
SOCI 4431 Criminology	3

Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

## POLITICAL SCIENCE/PUBLIC ADMINISTRATION

### B.A. in Political Science Public Administration Track

Prepares students for careers in government administration, private research and consulting firms, and public planning agencies. A grade of C or better is required in Political Science 1101, prerequisite for all upper division courses.

Core Curriculum Areas A-E ( <i>see p. 52</i> )	42
Core Curriculum Area F (Grade of C or better is required in all Area F courses)	18
Required Courses:	
POLS 2101 Introduction to Political Science	3
MATH 2210 Elementary Statistics (if not taken in Area D; if taken in Area D any 2000-level Political Science course)	3
Option 1	
Select a language sequence (1002, or higher)	6
Electives in Social or Political Science	6
OR	
Option 2	
CSCI 1200 Intro. to Computers and Programming or MINF 2201 Microcomputer Applications	3
Electives in Social or Political Science	9
Electives in Political Science (recommended) POLS 2401 Introduction to Global Issues	
Electives in Social Sciences PHIL 1000, HIST 1111, HIST 1112, HIST 2111, HIST 2112, PSYC 1101, SOCI 1101, ECON 1810, ECON 2105,	

Major Concentration (Grade of C or better is required in all these courses)	30
POLS 3800 Introduction to Political Research	3
POLS 4301 Principles of Public Administration	3
POLS 4302 Political Economy	3
POLS 4303 Public Budgeting	3
POLS 4304 Public Human Resource Management	3
POLS 4401 Govt. Organization and Administrative Theory	3
Select 3 hours from the following:	3
POLS 3000 State and Local Government	3
POLS 4101 State Government	3
POLS 4201 Urban Policy Analysis	3
Select 9 hours from any other upper division Political Science course; at least one three-hour course must be in international relations or comparative politics.	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

## POLITICAL SCIENCE

### Bachelor of Arts, with a Major in Political Science with Secondary Teacher Certification

Core Curriculum Areas A-E for Non-Science Majors ( <i>p.</i> 52)	42
Core Curriculum Area F- prerequisites POLS 1101 (Grade of C or better is required in all Area F courses)	18
Required courses:	
POLS 2101 Introduction to Political Science	3
MATH 2210 Elementary Statistics (if not taken in Area D: if taken in Area D, any 2000-level Political Sci. course.)	3
<b>Option 1</b>	
Select a language sequence (1002, or higher) OR	6
<b>Option 2</b>	6
Select either CSCI 1200 Introduction to Computers and Programming or MINF 2201 Microcomputer Applications and choose an elective from the approved Area F courses below:	
Electives in Social Science PHIL 1000, HIST 1111, HIST 1112, HIST 2111, HIST 2112, PSYC 1101, SOCI 1101, SOCI 2241, ANTH 1102, ECON 1810, ECON 2105, ECON 2106, GEOG 1111	
Electives in Political Science (recommended) POLS 2000 Society, Law, and the Criminal POLS 2401 Introduction to Global Issues	6
Major Concentration (Grade of C or better is required for all major courses)	30
POLS 3800, Introduction to Political Research	3
POLS 3101 Comparative European Governments	3

or POLS 4701 Governments of Developing Nations	
POLS 3601 / PHIL 3601 Modern Political Thought	3
or POLS 3701 / PHIL 3701 Contemporary Political Thought	
POLS 4101 State Government	3
or POLS 4201 Urban Policy Analysis	
POLS 4301 Principles of Public Administration	3
or POLS 4401 Government Organization and Administrative Theory	
POLS 4501 Constitutional Law: Distribution of Power	3
or POLS 4601 Constitutional Law: Civil Liberties	
POLS 4902 World Politics	3
or POLS 4905 United States Foreign Policy	
Select 9 additional hours of 3000/4000 level Political Science courses	9
Secondary Teacher Education (Grade of C or better required in all these courses)	34
<b>Courses taken prior to admission to Teacher Education</b>	9
EDUC 2110 Investigating Critical and Contemporary Issues in Higher Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
<b>Courses taken after admission to Teacher Education</b>	25
SCED 4101 Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management	3
SCED 4102 Secondary School Context and Curriculum Coherence and Classroom Management	3
SCED 4201 Secondary Social Studies Content Pedagogy I	3
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
SCED 4901 Apprenticeship/Seminar	13
Physical Education	5
Total Hours for the Degree	129

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## POLITICAL SCIENCE

### Minor in Political Science

Courses submitted for the minor, including prerequisites, must be completed with a grade of C or better.

Prerequisites: POLS 1101 Intro to American Government	3
Upper Division Courses	15
POLS 3800, Introduction to Political Research*	3
Select 4 courses in Political Science which are numbered 3000 and above.	

\* IF the student's major has a required research methods course, POLS 3800 is NOT required. The student may substitute any other Political Science course numbered 3000 or above.

Total Hours for the Political Science Minor	18
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## INTERNATIONAL STUDIES

### Minor in International Studies

All courses submitted for the minor, including prerequisites, must be completed with a grade of C or better.

Prerequisites: POLS 1101 Intro to American Government	3
Upper Division Courses:	15
POLS 3800 Introduction to Political Research*	3
POLS 3801 International Relations Theory	3
POLS 4902 World Politics	3
Select two of the following courses:	9
POLS 3101, 3201, 4701, 4801, 4900, 4901, 4903, 4950, 4960; HIST 3211, 3311, 3521, 3531, 4391, 4950; ANTH 4861; BUSA 4200; COMS 3100; ECON 4820; ENGL 4360; Any foreign language course 3000 and above, SABR 4000, All Study Abroad, Honors 3900, 4900, 4950, and 4960 offerings	

\* If the student's major has a required research methods course, POLS 3800 is NOT required. The student may substitute any other Political Science course numbered 3000 or above.

Total Hours for the International Studies Minor	18
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## PARALEGAL CERTIFICATE

### Non-Credit

This non-credit certificate program consists of six courses offered under the auspices of the Department of Political Science. An applicant must submit official transcripts showing the equivalent of 54 semester hours of transferable credit from a regionally accredited college or university. Applicants must be approved for regular admission to the university, and must be approved by the Chair of the Political Science Dept. before registering for courses in the Paralegal curriculum.

#### Required Courses

- PLCP 0081 Introduction to Law
- PLCP 0082 Civil Litigation
- PLCP 0083 Business Organizations/Corporations
- PLCP 0084 Property and Estates
- PLCP 0085 Criminal Law
- PLCP 0086 Advanced Legal Research

Successful completion of the program requires that participants receive a C or better grade in all classes and earn a minimum grade point average of 2.0 on a 4.0 scale. Any student not meeting these standards may continue his/her enrollment in the program; however, he/she must retake those courses for which an unsatisfactory grade was received.

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## EUROPEAN UNION STUDIES CERTIFICATE

This is a six-course certificate program that is a collaborative effort among ASU, the University System of Georgia, and the University of Munich, Germany. This program is open to all academic majors. Contact Dr. Christos Bourdouvalis for information.

A certificate in EU Studies must be taken in tandem with a formal degree program. Students from all academic majors are eligible to participate so long as they possess a minimum 2.75 cumulative Grade Point Average (GPA). A student may formally apply to enroll in the program after successful completion of the following:

- (1) the certificate's introductory course in European Union Studies with a grade of "C" or better;
- (2) 30 semester hours of academic credit; and,
- (3) a course in World or Western Civilization.

# PSYCHOLOGY PROGRAMS

## PSYCHOLOGY

## Bachelor of Arts with a Major in Psychology

Core Curriculum Areas A-E		42
Core Curriculum Area F		18
Take one of the following: (Earning grade C or better)		
PSYC 1101 Introduction to General Psychology	3	
PSYC 1103 Introduction to the Behavioral and Social Sciences	3	
PSYC 1105 Honors Seminar in Psychology	3	
Take two of the following: (Earning grade C or better in each)		
PSYC 2101 Introduction to the Psychology of Adjustment	3	
PSYC 2150 Introduction to Human Diversity	3	
Select remaining 9 hours from approved 1000-2000 courses		
ANTH 1102 Introductory Anthropology	3	
ANTH 2011 Cultural Anthropology	3	
BIOL 2111 Anatomy and Physiology I	4	
BIOL 2112 Anatomy and Physiology II	4	
COMC 2010 Communications and Culture	3	
CSCI 1200 Introduction to Computers and Programming	3	
CRJU 1103 Introduction to Criminal Justice	3	
ECON 1810 Introduction to Economics	3	
ECON 2105 Macroeconomics	3	
ECON 2106 Microeconomics	3	
GEOG 1111 World Geography	3	
GEOL 1122 Introductory Geosciences II: Historical Geology	4	
HONR 1900 Contemporary Issues	3	
MATH 1120 Contemporary Mathematics	3	
MATH 1220 Applied Calculus	3	
MATH 2210 Elementary Statistics	3	
MILS 2010 Individual Leadership Studies	2	
MINF 2201 Microcomputer Applications	3	
PHIL 1000 Introduction to Philosophy	3	
POLS 2000 Society, Law and the Criminal	3	
POLS 2401 Introduction to Global Issues	3	
PSYC 2103 Introduction to Human Development	3	
SOC 1101 Introduction to Sociology	3	
SOC 1160 Social Problems Analysis	3	
SOC 2241 Multiculturalism in Modern Society	3	
SOWK 1111 Introduction to Social Work	3	
WMST 1101 Introduction to Women's Studies	3	
Foreign Languages, <u>2000 level only</u>	3	
Major Concentration		30
<p>Students should be aware that the best set of courses to take as a psychology major will vary depending upon one's career expectations. Always consult with an academic advisor, and take PSYC 3190, Psychological Careers, in which course selection is thoroughly examined. The minimum requirements are presented below. Most students will be able to take additional elective psychology courses, if they wish.</p>		
Take the following in sequence: (Earning grade C or better in each)		
PSYC 3190 Psychological Careers (Psych 3190 is required for the psychology major and must be taken before or concurrently with PSYC 3121 Quantitative Methods)	1	
PSYC 3121 Quantitative Methods	4	
PSYC 3122 Research Methods	4	

Take at least two of the following:

(Earning grade C or better in each)

PSYC 4115 History and Systems	3
PSYC 4125 Psychological Tests and Measurement	3
PSYC 4165 Learning Principles and Applications	3
PSYC 4173 Social Psychology	3
PSYC 4180 Biological Psychology	3

Select remaining hours from any advisor-approved

PSYC 3000-4000 courses. (Earning grade C or better) 15

Restrictions: No more than 3 hours of credit to be counted in the major may come from undergraduate research

PSYC 4990, internship PSYC 4960, and/or independent study PSYC 4950. This policy does not apply to non-repetitive special topics courses which might carry a PSYC 4950 designation.

Minor Concentration 15-18

Students majoring in psychology are required to have a minor and should consult with their advisor on this selection, especially in cases where the student wishes the minor to support career goals.

Elective Courses 12-15

Electives may be taken at any level, and could include additional psychology courses. Students may substitute a second major for the minor and elective courses. Details on taking a second major are provided elsewhere in the catalog.

Physical Education 5

Total Hours for the Degree 125

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## PSYCHOLOGY

### Minor in Psychology

Prerequisite Course

(Earning grade C or better)

PSYC 1101 Introduction to General Psychology 3

Psychology Courses

(Earning grade C or better)

in advisor-approved PSYC 3000-4000 courses. 15

Total Hours for the Minor 18

The best combination of courses to take in a psychology minor will vary depending upon one's career expectations. Always consult with an academic advisor and consider taking Psychological Careers, PSYC 3190, in which course selection issues are thoroughly examined. Restrictions: Please note that 4000-level courses may not be taken unless both PSYC 3121 and PSYC 3122 have been completed with earned grades of C or better. No more than 3 hours of credit to be counted in the minor may come from independent study PSYC 4950, internship PSYC 4960, and/or research PSYC 4990. This policy does not apply to nonrepetitive special topics courses which might carry a PSYC 4950 designation. Depending upon major requirements, students may be able to take additional psychology courses as electives.

**CRIMINAL JUSTICE**

**Bachelor of Arts  
with a Major in Criminal Justice**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
THESE FOUR ARE REQUIRED	
(These classes require a grade of C or better)	
CRJU 1103 Introduction to Criminal Justice	3
POLS 2000 Introduction to Society, Law, and the Criminal	3
SOCI 1101 Introduction to Sociology	
or SOCI 1103 Intro. to Behavioral and Social Sciences	3
SOCI 1160 Social Problems Analysis	3
Select six hours of the following courses not chosen above:	
ACCT 2101 Principles of Accounting	
CRJU 2950 Selected Topics	
ECON 1810 Introduction to Economics	
Or ECON 2105 Macroeconomics	
Or ECON 2106 Microeconomics	
MATH 2210 Elementary Statistics	
PHIL 1000 Introduction to Philosophy	
PSYC 1101 Introduction to General Psychology	
SOCI 2241 Multicultural Diversity (Grade of C or better)	
SOWK 1101 Introduction to Social Work Practices (Grade of C or better) (or) Two course sequence in a foreign language	
Major Concentration	
(Grade of C or better is required in each course)	33
CRJU 3330 Social Deviance	
POLS 3301 Judicial Process	
POLS 4401 Governmental Organization and Administrative Theory	
SOCI 3001 Methods in Social Research I	
SOCI 3002 Methods in Social Research II	
SOCI 3380 Sociological Theory	
Select five from the following courses:	
CRJU 3329 Introduction to Police Science	
CRJU 3331 Youth and Society	
CRJU 3332 Juvenile Delinquency	
CRJU 3333 Introduction to Corrections	
CRJU 3334 Institutional Corrections	
CRJU 3335 Community Corrections	
CRJU 3336 Women, Crime, and the Criminal Justice System	
CRJU 3341 White Collar Crime	
CRJU 3395 Selected Topics	
CRJU 4431 Criminology	
CRJU 4433 Juvenile Justice	
CRJU 4436 Obedience and Authority	
CRJU 4441 Violence and the South	
CRJU 4950 Selected Topics (Limit 6 hours)	
CRJU 4960 Internship	
CRJU 4990 Undergraduate Research	
Minor Concentration	15-18
Physical Education	5
Graduation Requirements	1
Speech spillover from Core Area B	
Electives	9-11
Total Hours for the Degree	125

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**CRIMINAL JUSTICE****Minor in Criminal Justice**

It is the responsibility of the student to initiate and maintain contact with an advisor to insure the proper selection and sequence of courses. A minimum grade of C is required in all prerequisites and upper division courses.

*Prerequisites:* CRJU 1103 Introduction to Criminal Justice is a prerequisite to all upper division courses; POLS 1101 Introduction to Political Science is a prerequisite to all upper division POLS courses; SOCI 1101 is a prerequisite to all upper division SOCI courses.

*Upper Division Courses:* In consultation with a criminal justice advisor, select five 3000/4000 courses from the specific courses used to satisfy the Criminal Justice major.

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**CRIMINAL JUSTICE****Associate of Applied Science  
in Criminal Justice**

ENGL 1101 College Composition I	3
ENGL 1102 College Composition II	3
Select one of the following mathematics courses: MATH 1101 Introduction to Mathematical Modeling MATH 1111 College Algebra MATH 1113 Precalculus Mathematics MATH 1120 Contemporary Mathematics	3
Select two of the following science courses: BIOL 1101, 1102 CHEM 1151, 1152, 1211, 1212 GEOL 1121, 1122 ASTR 1000 PHYS 1111, 1112, 2211, 2212	6
Select one of the following history courses: HIST 2111 United States to 1877 HIST 2112 United States since 1877	3
POLS 1101 Introduction to American Government	3
POLS 2000 Introduction to Society, Law, and the Criminal	3
PSYC 1101 Introduction to General Psychology	3
PSYC 3143 Abnormal Psychology	3
SOCI 1101 Introduction to Sociology	3
SOCI 1160 Social Problems Analysis	3
CRJU 1103 Introduction to Criminal Justice	3
CRJU 3329 Introduction to Police Science	3
CRJU 3333 Introduction to Corrections	3
Social Science Electives	6
General Elective	3
Physical Education	4
COMS 1010 or COMS 1020	2-3
Total Hours for the Degree	60-61

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**GERONTOLOGY****Minor in Gerontology**

Prerequisites SOCI 1101 Introduction to Sociology PSYC 1101 Introduction to General Psychology	6
Upper Division Courses PSYC 3133 Psychology of Adult Development and Aging SOCI 3320 Sociology of Aging SOCI/SOWK 4421 Gerontology	9
Select one of the following: PSYC 4960 Undergraduate Internship	

PSYC 4990 Undergraduate Research	
SOWK 4960 Undergraduate Internship	
SOWK 4990 Undergraduate Research	
SOCI/SOWK 3375 Sociology of Death, Grief, and Caring	
SOCI 4460 Undergraduate Internship	
SOCI 4990 Undergraduate Research	
Minor Concentration	18
Total Hours for the Minor	36

## SOCIAL WORK

### Bachelor of Social Work

The Bachelor's of Social Work (BSW) program prepares students for entry into professional social work practice and entry into graduate programs in social work. With a focus on diverse populations, students gain knowledge needed for responsible entry into professional social work practice including a foundational understanding of humans and cultural diversity, ethics, practice standards, values and skills. The program has been developed following the standards set by the Council of Social Work Education (CSWE), a nationwide accrediting body. As of 2005, the program is in the early stages of preparation for accreditation by CSWE.

CSWE standards require that students apply for admission into the BSW program. Applicants for admission to the program will be considered by the BSW Program Admissions Committee, which is composed of social work and other social science faculty.

Applicants for admission to the BSW program will be expected to meet the following requirements:

- \* Must be accepted for admission to Augusta State University.
- \* If already an ASU student, must have an ASU institutional GPA of at least 2.5.
- \* If a transfer student, courses transferred for social work core (that is, courses within the Areas A -F) must meet Social Work GPA requirements of at least 2.5.
- \* Satisfactory completion of Areas A-E of the core curriculum.
- \* Satisfactory completion of SOWK 1101 (Grade of B or better) or equivalent from another accredited college.
- \* For admission to the program in the fall semester, the application must be submitted to the Department of Sociology, Criminal Justice, and Social Work by midterm of the preceding spring semester; for admission in the spring, by midterm of the fall semester. Students may obtain the form from the Department of Sociology, Criminal Justice, and Social Work.
- \* Submission of one letter of reference from a professional social worker attesting to the student's suitability for the social work profession.
- \* Submission of a statement of interest to the BSW Program Admissions Committee explaining his or her reasons for choosing a career in Social Work.

Once admitted to the program, a grade of "C" or above must be attained in each course to be counted toward the BSW major.

Augusta State University pre-social work students are those who have declared Social Work as their major and are working on required core courses in areas A-F before seeking admission to the social work program.

After acceptance into the BSW program, students will be assessed additional fees for CSWE membership and requirements.

Core Curriculum Area A-E		42
Core Curriculum Area F		18-19
Courses Related to Major		9
(Grade of C or better is required for each course)		
SOWK 1101 Introduction to Social Work Practices	3	
SOWK 2100 Social Welfare History and Philosophy	3	
SOWK 2102 Fundamentals of Social Work Practice	3	
Select nine to ten hours not chosen above:		9-10
ANTH 2011 Cultural Anthropology	3	
ECON 1810 Introduction to Economics	3	
or ECON 2105 Macroeconomics		
PSYC 1101 Introduction to General Psychology	3	
SOC1 1101 Introduction to Sociology	3	
(grade C or better)		
SOC1 1160 Social Problems Analysis	3	
(grade C or better)		
CRJU 1103 Introduction to Criminal Justice	3	
(grade C or better)		
BIOL 1101 Fundamentals of Biology	4	
Two-course Foreign language (preferably Spanish)	6	
(Lower Level requirements if not taken in Area A-F: MATH 2210, BIOL 1101, BIOL 1102 Strongly recommended.)		
Major (Grade of C or better)		35
SOC1 3001 Methods in Social Research I	3	
SOC1 3002 Methods in Social Research II	3	
SOWK 3300 Human Behavior in the Social Environment	3	
SOWK 3301 Human Behavior and the Social Environment II	3	
SOWK 3400 Social Work Practice I	3	
SOWK 3401 Social Work Practice II	3	
SOWK 3500 Social Welfare Policy	3	
SOWK 3501 Child and Family Welfare	3	
SOWK 4421 Gerontology	3	
SOWK 4601 Integrative Seminar I	1	
SOWK 4602 Integrative Seminar II	1	
SOWK 4701 Field Placement I	3	
SOWK 4702 Field Placement II	3	
Minor Concentration		15-18
Physical Education		5
Electives		6-12
Total Hours for the Degree		125

## SOCIAL WORK

### Minor in Social Work

#### Prerequisites

SOWK 1101 Introduction to Social Work Practices 3

#### Upper Division Courses

SOWK 2102 Fundamentals of Social Work Practice 15  
SOWK 3358 Field Placement

#### Select three courses from the following list:

SOWK 3375 Sociology of Death, Grief and Caring  
SOWK 3400 Social Work Practice I  
SOWK 3401 Social Work Practice II  
SOWK 3500 Social Welfare Policy  
SOWK 3501 Child and Family Welfare  
SOWK 4421 Gerontology  
SOWK 4495 Selected Topics  
SOWK 4960 Undergraduate Internship  
SOWK 4990 Undergraduate Research

#### May include one of the following:

PSYC 3143 Abnormal Psychology \*

**\* (Psychology majors may not elect this course)**

SOCI 3303 Sociology of the Family

SOCI 4441 Racial and Ethnic Minority Groups \*

**\* (Sociology majors may not elect SOCI 3303 or SOCI 4441)**

Total Hours for the Minor

18





Core Curriculum Areas A-E	42
Core Curriculum Area F (Grade of C or better is required in each course)	18
SOCI 1101 Introduction to Sociology or SOCI 1103 Introduction to Behavioral and Social Sciences	3
SOCI 1160 Social Problems Analysis	3
Select twelve hours from the following courses not chosen above:	12
ACCT 2101 Principles of Accounting	
ANTH 2011 Cultural Anthropology	
ECON 1810 Introduction to Economics Or ECON 2105 Macroeconomics Or ECON 2106 Microeconomics	
CRJU 1103 Introduction to Criminal Justice (grade of C or better)	
COMC 2010 Communications and Culture	
MATH 2210 Elementary Statistics	
PHIL 1000 Introduction to Philosophy	
PSYC 1101 Introduction to General Psychology	
SOCI 2241 Multicultural Diversity (Grade of C or better)	
SOCI 2950 Selected Topics	
SOWK 1101 Introduction to Social Work Practices (Grade of C or better)	
WMST 1101 Introduction to Women's Studies	
A two-course sequence in a foreign language	
Major Concentration (Grade of C or better is required in each course)	30
SOCI 3001 Methods in Social Research I	3
SOCI 3002 Methods in Social Research II	3
SOCI 3380 Sociological Theory	3
Complete two courses from a departmentally approved track* (must include the 3000-level course)	6

**\*Notes**

**Deviance Track:** SOCI 3330 and choose either SOCI 4431 or SOCI 4436\*

**Stratification Track:** SOCI 3340 and one of the following: SOCI 4441, or SOCI 4442, or SOCI 4443

**Social Institutions Track:** Choose one 3000- and one 4000-level from the following: SOCI 3303, SOCI 3317, SOCI 3323, SOCI 3413, SOCI 4451, SOCI 4385

\* Deviance Track may not be selected by criminal justice majors

Take at least two of the following not to include courses selected for the track	6
SOCI 4385 Sociology of Religion	
SOCI 4421 Gerontology	
SOCI 4431 Criminology	
SOCI 4436 Obedience and Authority	
SOCI 4441 Racial and Ethnic Minority Groups in the US	
SOCI 4442 Gender and Society	
SOCI 4443 Social Movements	
SOCI 4451 Sociology of Work and Occupations	
SOCI 4461 Urban Sociology	
SOCI 4462 Urban Social Problems	

Select remaining 9 hours from SOCI 3000-4000 courses. 9

Restrictions: No more than 6 hours of credit to be counted in the major may come from SOCI 3950 and SOCI 4950.

Minor Concentration	15-18
Physical Education	5
Electives	11-15
Total Hours for the Degree	125

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## **SOCIOLOGY**

### **Minor in Sociology**

#### Prerequisites

SOCI 1101 Introduction or SOCI 1103 Introduction to Behavioral and Social Sciences	3
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Minor Concentration	15
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Select five courses from the following list:

- SOCI 3001 Methods in Social Research I
- SOCI 3002 Methods in Social Research II
- SOCI 3303 Sociology of the Family
- SOCI 3317 Sociology of Medicine
- SOCI 3320 Sociology of Aging
- SOCI 3323 Sociology of Popular Culture
- SOCI 3330 Social Deviance
- SOCI 3331 Youth and Society
- SOCI 3332 Juvenile Delinquency
- SOCI 3336 Women, Crime, and the Criminal Justice System
- SOCI 3340 Social Stratification
- SOCI 3373 Social Psychology
- SOCI 3375 Sociology of Death, Grief, and Caring
- SOCI 3380 Sociological Theory
- SOCI 3413 Sociology of Education
- SOCI 3950 Selected Topics (not repeatable for minor)
- SOCI 4385 Sociology of Religion
- SOCI 4421 Gerontology
- SOCI 4431 Criminology
- SOCI 4436 Obedience and Authority
- SOCI 4441 Racial and Ethnic Minority Groups in the US
- SOCI 4442 Gender and Society
- SOCI 4443 Social Movements
- SOCI 4451 Sociology of Work and Occupations
- SOCI 4461 Urban Sociology
- SOCI 4462 Urban Social Problems
- SOCI 4450 Selected Topics
- SOCI 4960 Undergraduate Internship
- SOCI 4990 Undergraduate Research

Total Hours for the Minor	18
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# College of Education

Since its founding in 1925 with the stated purpose of extending educational opportunity throughout the state to its designation as a state university in 1996, the preparation of quality professional educators has been a part of the mission of Augusta State University. As the role of the professional educator has changed, so have the educational programs offered by the College of Education. The courses and related practicums and field experiences utilized in the current teacher preparation programs focus on standards from state, regional, and national accrediting agencies, best practice, and relevant research. Utilizing these as a base, preparation programs have been developed which emphasize what beginning teachers should know and be able to do at the end of their undergraduate studies. All teacher preparation programs in the College of Education require extensive clinical and field experiences in which teacher apprentices demonstrate the ability to assess, plan, implement, and evaluate appropriate curriculum strategies with a diverse population of students. These experiences are conducted under the close supervision of a professional educator in the public schools and a college supervisor. In order to graduate and be recommended for certification, all students must demonstrate with “real children” the competencies for success as a beginning teacher in their chosen field of study.

## **Mission of the College of Education**

The College of Education is committed to excellence in the preparation of teachers, counselors, and administrators for service with diverse populations in a wide variety of educational settings. The professional educators involved in the various preparation programs prepare students for today’s classrooms through a collaboratively developed series of courses and appropriate field experiences while demonstrating outstanding teaching techniques and procedures from relevant research and best practice.

The College of Education is committed to relevant research and other scholarly activities leading to the advancement of knowledge and good practice in the total learning and schooling process of children. Research is conducted in collaboration with students, public school practitioners, and colleagues from other colleges to determine those things that work, do not work, and/or need to be revised in order to maximize the learning opportunities for children.

The College of Education is committed to a service mission which provides leadership in the development and dissemination of relevant knowledge to address the wide range of challenges faced by students, parents, teachers, counselors, and administrators in the learning and schooling process.

## **Conceptual Framework Principles**

All teacher preparation programs are shaped and guided by a set of principles which describe what students should know and be able to demonstrate at the end of their course work and field experiences. Adopted from the work of the Interstate New Teacher Assessment and Support Consortium (INTASC) which was established to translate the National Board for Professional Teaching Standards’ advanced certification requirements for highly accomplished teachers, into performance-based standards for beginning teachers, the following principles were adopted by the faculty in the College of Education in the spring of 1996. Students who complete a teacher preparation program at Augusta State University will:

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage the learner’s development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

## **Degree Programs**

Undergraduate and graduate degree programs leading to certification are offered by the College of Education in collaboration with the Pamplin College of Arts and Sciences.

These degree programs(undergraduate and graduate) lead to **initial certification**:

Early Childhood Education (B.S.Ed., MAT)  
Middle Grades Education (B.S.Ed., MAT)  
Secondary Education (B.S., MAT in Biology, Chemistry, Mathematics, and  
Physics/Mathematics; B.A., MAT in History, Political Science and English)  
Foreign Languages (B.A., MAT in French and Spanish)  
Health and Physical Education (B.S.Ed., MAT)  
Music Education (B.M., MAT)  
Special Education (B.S.Ed., MAT)  
Counselor Education (M.Ed. in School and/or Community Counseling)  
Educational Leadership (M.Ed., Ed.S)

These graduate degree programs lead to **advanced certification**:

Master of Education (M. Ed.):  
Curriculum and Instruction:  
-- General Education track  
-- Secondary English Education track  
-- Secondary Mathematics Education track  
-- History Education track  
Special Education (M. Ed.)  
-- Adapted Curriculum track  
-- General Curriculum track  
Counselor Education (M. Ed. In School and/or Community Counseling)

Educational Specialist (Ed. S.):  
Teaching and Learning:  
-- General Education track  
-- Secondary English Education track  
-- Secondary History Education track  
-- Secondary Mathematics Education track

## Faculty

**Dean:** Eisenman, G.

**Associate Dean:** Dohoney, P.

### Department of Educational Leadership, Counseling, and Special Education

Professor: Deering, T.E.; Harris, P.P., Cree-Walker Chair of Education; Jackson, C.C.; Pollingue, A.

Associate Professor: Anderson, M.J.; Hardy, S.

Assistant Professor: Agunloye, O.O.; Anderson, L.F.; Deaner, R.G.; Isaacs, A.J.; Lord, E.W., Chair; O'Connor, M.D.; Schenck, P.M.; Stephens, C.E.

### Department of Kinesiology and Health Science

Associate Professor: Darracott, C.R.; Darracott, S.H.; Gustafson, R.P.

Assistant Professor: Connolly, G.J.; Hardy, L.A.; Schultz, S.F. ; Wish, K.W., Chair.

### Department of Teacher Education

Professor: Eisenman, G.,;Jenks, C.E.

Associate Professor: Hoosain, E.; Murray-Pendergraft, E.C.; Smith, P.L.; Thompson, B.R.; Wilson. J.H., Chair.

Assistant Professor: Beatty, C.L.; Harrison, R.; Hill, A.J.; Page, C.S.; Root, W.L.

Instructor: Cushman, C.A.; Farmer, K.H.; Franklin, K.H.; Gray, W.

## Accreditations

The preparation programs offered by the College of Education at Augusta State University are accredited by the Professional Standards Commission (PSC) of the state of Georgia and the National Council for Accreditation of Teacher Education (NCATE). This accreditation includes the basic and advanced levels of the professional education programs offered at ASU through the College of Education and the collaborative programs with the Pamplin College of Arts and Sciences.

## Admission to Teacher Education

Students may become “an education major” at the time of application to the university or at any point thereafter by selecting one of the teacher preparation programs offered in the college. **Admission to teacher education, however, is a separate function**

**and requires that the student meet all college, department, and program criteria.** The following minimum admission criteria apply to all students seeking admission to Teacher Education. In some fields of study, additional requirements may apply. Students should check with the appropriate department to determine these special requirements. Foreign Language students may apply and be admitted after taking 60 semester hours.

1. Students must earn a minimum Regents' GPA of 2.5 (4.0 scale) on all attempted hours in the system core curriculum in areas A-F, as required for teacher preparation. Transfer students must have an overall GPA of 2.5, which includes any undergraduate transfer work and the Regents' GPA for ASU undergraduate work.
2. A grade of C or better in ENGL 1101 and ENGL 1102.
3. A grade of C or better in MATH 1111 or MATH 1101.
4. A grade of C or better in all courses used in Area F of the Core.
5. For students in the early childhood, middle grades, secondary, and P-12 programs, except Health and Physical Education, a grade of C or better is required on all Core courses utilized in the certification program. For secondary and P-12 students, a cumulative grade point of at least 2.5 (4.0 scale) is required on all upper division courses taken as part of the major in which the student is seeking certification.
6. Successful performance on all portions of the Regents Examination.
7. Successful performance on the GACE Basic Skills exam at the following scores: Mathematics 220; Reading 220; and Writing 220.  
Students may exempt GACE Basic Skills with:  
SAT – composite of 1000 using verbal and math scores  
ACT – composite of 1030 using verbal and quantitative scores  
GRE – composite of 43 using English and math scores
8. A record free of criminal, disciplinary, and psychological problems.
9. Verification of physical health appropriate to the requirements of a classroom teacher.

Admission to Teacher Education is a prerequisite for all upper division level professional education courses. Students must be admitted to Teacher Education in order to enroll in these courses. The Grade Point Average for admission to Teacher Education is calculated using all course work in the education preparation program attempted by the student.

### **Advisement**

Due to the many, and sometimes changing, requirements for certification, advisement of students is a very important process in the College of Education. Because of this, students enrolled in a teacher preparation program may not utilize the self-advisement process. All students in teacher preparation programs should meet with and obtain approval from their advisor in order to register for courses.

### **Advisement Prior to Admission to Teacher Education**

Students who have not been admitted to Teacher Education are advised by a faculty member in their specialized area. The Coordinator of Undergraduate Advisement is located in University Hall. This individual is available to assist students with a wide range of scheduling and planning issues.

### **Clinical and Professional Field Experiences**

The teacher preparation programs at Augusta State University place a strong emphasis on “hands-on” experiences with professional educators in actual classroom settings. Students should expect a field experience as a part of most courses in the preparation process. Clinical and field experiences are monitored for each student to insure that they have had the opportunity to work with diverse populations in a wide variety of educational levels and settings.

Due to the sensitive nature of working with children in the public schools, the Department of Public Safety at Augusta State University will conduct a background review of all students at two specific points in the preparation program. The first check will be made as part of enrollment in EDUC 2110 - *Investigating Critical and Contemporary Issues in Education* (for secondary and P-12 education majors as part of the admission to Teacher Education process). Only students who present a record free of criminal and/or disciplinary activity will be allowed to enter a public school classroom. The second check will be made as a prerequisite to entering the apprenticeship experience. Students who are admitted to the apprenticeship experience must have a record free of criminal and/or disciplinary activity.

### **Apprenticeship Experience**

The apprenticeship experience is the culminating activity in all of the teacher preparation programs. Successful completion of this experience is required of all undergraduate students seeking a degree and certification in a teacher preparation field of study. In this experience, a student spends an entire semester working with a master teacher in a school classroom. At the end of this semester's experience, students are expected to demonstrate all of the prerequisite skills required of an entry level teacher. Criteria for admission to the Apprenticeship Semester are:

1. Completion of all course work in the major area of study.
2. A cumulative grade point average of at least 2.5 on all course work.
3. A cumulative grade point average of at least 3.0 on all upper division course work in the major (ECED, MGED, SPED).  
For secondary and P-12 education majors, a cumulative grade point average of at least 2.5 is required on all content

courses utilized as part of the major and a cumulative grade point of at least 3.0 is required on all professional education courses.

4. Successful completion of the Comprehensive Portfolio.
5. A record free of criminal, disciplinary, and psychological problems.
6. Verification of physical health appropriate to the requirements of a classroom teacher.
7. The written recommendation of the student's academic advisor.

Due to the intensive nature of the experience, students may not enroll in any additional course work during the Apprenticeship Semester.

### **Recommendation for Certification**

Professional teacher certification is granted by the Professional Standards Commission upon the recommendation of the College of Education. In order to be eligible for a recommendation for certification in the field of study, a student must:

1. Complete all of the required course work in field of study.
2. Successfully complete the Apprenticeship Experience.
3. Earn a passing score on the Georgia Certification Exam examination in the appropriate certification field.
4. Complete the application process for certification.

### **Alternative Certification Programs**

Individuals who hold an undergraduate or graduate degree from a regionally accredited institution and wish to become certified in one of the teacher preparation fields offered in the College of Education should contact the Director of Clinical and Field Experiences for an evaluation of their academic work. Following this evaluation, the individual will be notified of the courses and experiences required in order to become eligible for a recommendation of certification. These courses and experience will vary widely based on the individual's previous academic work. Graduate professional education courses in the early childhood, middle grades, and secondary programs may not be utilized for initial certification. To be recommended for certification, the student must:

1. Earn a grade of C or better on all courses required to meet certification requirements.
2. Earn a passing score on the GACE Basic Skills examination at the scores: Mathematics 220; Reading 220; and Writing 220. Students may exempt GACE Basic Skills with: SAT- composite of 1000 using verbal and math scores; GRE- composite of 1030 using verbal and quantitative scores; ACT- composite of 43 using English and math scores.
3. Earn cumulative grade point average of at least 2.75 on all previous course work required to meet certification requirements.
4. Have a record free of criminal, disciplinary, and psychological problems.
5. Have verification of physical health appropriate to the requirements of a classroom teacher.
6. Earn a passing score on the Georgia Certification Exam examination in the appropriate certification field.
7. Complete the application process for certification.

As part of the content evaluation process, students in English from a regionally accredited college or university must take the Georgia Certification Exam in English. If they do not pass the Georgia Certification Exam, they will submit their sub-test score report forms, in addition to transcripts from all accredited colleges and universities attended, to the English evaluator, who will determine the English courses needed to complete content requirements. Students who pass the Georgia Certification Exam are subject to the same transcript evaluation and may be required to take further English courses. The Director of Clinical and Field Experiences in the School of Education will be notified of these additional required courses. Passing the Georgia Certification Exam is not required for the student's admission to teacher education.

As part of the content evaluation process, students in physics and/or mathematics from a regionally accredited college or university must take the Georgia Certification Exam exam in the previously completed major area (s). If the student passes the Georgia Certification Exam for the major area(s) at or above the Georgia cut score, he/she does not have to take further content courses for the area(s). If they do not pass the Georgia Certification Exam for the major area(s), they will submit their sub-test score report forms, to the Department of Chemistry and Physics and/or the Department of Mathematics and Computer Science. Department faculty will determine the courses needed to complete content requirements. A list of these courses will be sent to the Director of Clinical and Field Experiences. If the previously completed degree did not include a major in one of the two areas of physics or mathematics, the student's transcript will be evaluated to determine content requirements for that major area. Passing the Georgia Certification Exam is not required for the student's admission to teacher education.

As a part of the content evaluation process for the post-baccalaureate student seeking secondary certification in combination with a degree in chemistry from a regionally accredited college or university, the student must take the Georgia Certification Exam exam in chemistry. If the student passes the Georgia Certification Exam at or above the Georgia cut score, he/she does not have to take further content courses. If the student does not pass the Georgia Certification Exam, he/she must submit the Georgia Certification Exam sub-test scores to the Department of Chemistry and Physics. Departmental faculty will determine chemistry courses needed to complete content requirements. A list of these courses will be sent to the Director of Clinical and Field Experiences. Passing the Georgia Certification Exam is not required for the student's admission to teacher education.

As a part of the content evaluation process for biology students with a degree in biology from a regionally accredited college or university must take the Georgia Certification Exam exam in biology. If they pass the Georgia Certification Exam at or above the Georgia cut score, they do not have to take further content courses. If they do not pass the Georgia Certification Exam they submit their sub-test score report forms to the Biology chair, who will determine the biology courses needed to complete content requirements. These required courses will be sent to the Director of Clinical and Field Experiences. Passing the Georgia Certification Exam is not required for the student's admission to teacher education.

## **Integrating Honors Students into Teacher Education**

### **Early Childhood Education**

The Honors student will determine, in conjunction with his or her education advisor, where the 3900 courses will fit into the student's program of study.

Honors 3999, and 4000 (2 hours) will be substituted for the Apprenticeship seminar in ECED 4491. The Honors capstone course will be substituted for 1 hour of the student's apprenticeship. The Honors thesis will be done in conjunction with field experiences.

### **Middle Grades Education**

The Honors student will determine, in conjunction with his or her education advisor, where the two Honors 3900 courses will be substituted. The 3900 courses will be substituted in the student's content concentration.

Honors 3999, and 4000 (2 hours) will be substituted for the Apprenticeship seminar in MGED 4210. The Honors capstone course will be substituted for one hour of the student's apprenticeship. The Honors thesis will be done in conjunction with field experiences.

### **Pre-Physical Therapy**

The Department of Kinesiology and Health Science offers an individually designed program for those students wishing to gain admission to physical therapy programs at the masters level. Course work will be individually designed within the existing Exercise and Sport Science track. For more information, contact Dr. Paul Gustafson, 706-731-7923.



**SPECIAL EDUCATION**

**Bachelor of Science in Education  
with a Major in Special Education: General Curriculum**

Core Curriculum Areas A-E for Non-Science Majors	42
Area F	18
EDUC 2110 Investigating Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Social-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
1 required elective: (choose one)	
PSYC 1101 or SOCI 1101 or PHIL 1000 or ANTH 1102	3
2 electives (approved by advisor) 2000 level or below	6
Major Concentration	60
<b>In addition to classroom seat time, all Special Education courses have a required field experience in the public schools of 20-30 hours.</b>	
<b>SPRING ENTRY</b> (Admission to Teacher Education)	
<b>Spring – 1st Year</b>	12
EDTD 3011 / MUSI 3011 Educational Technology	3
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
Elective: Advisor-approved 3000-level course or above	3
Elective: Advisor-approved 3000-level course or above	3
<b>Fall – 1st Year</b>	12
SPED 3001 Policies and Procedures	3
SPED 3110 Characteristics of Students with Mild Disabilities	3
SPED 4003 Classroom Management	3
SPED 4008 Literacy: Diagnosing and Prescribing (P-12)	3
<b>Spring – 2nd Year</b>	12
SPED 3005 Effective Learning Environments	3
SPED 3006 Language Development and Communication Disorders	3
SPED 4007 Literacy Fundamentals (P-12)	3
SPED 4120 Methods and Materials for Teaching Students with Mild Disabilities	3
<b>Summer – 2nd Year</b>	9
SPED 3003 Educational Assessment	3
SPED 4004 Collaboration/Consultation	3
SPED 4005 Family Literacy	3
<b>Fall – 2nd Year</b>	15
SPED 4491 Special Education Apprenticeship	
<b>Physical Education</b>	5
<b>Total Hours for the degree</b>	<b>125</b>



**FALL ENTRY** (Admission to Teacher Education)

<b>Fall – 1st Year</b>	12
SPED 3001 Policies and Procedures	3
SPED 3110 Characteristics of Students with Mild Disabilities	3
SPED 4003 Classroom Management	3
SPED 4008 Literacy: Diagnosing and Prescribing (P-12)	3
<b>Spring – 1st Year</b>	12
SPED 3005 Effective Learning Environments	3
SPED 3006 Language Development and Communication Disorders	3
SPED 4007 Literacy Fundamentals (P-12)	3
SPED 4120 Methods and Materials for Teaching Students with Mild Disabilities	3
<b>Summer – 1st Year</b>	9
SPED 3003 Educational Assessment	3
SPED 4004 Collaboration/Consultation	3
SPED 4005 Family Literacy	3
<b>Fall – 2nd Year</b>	12
EDTD 3011 / MUSI 3011 Educational Technology	3
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
Elective: Advisor-approved 3000-level course or above	3
Elective: Advisor-approved 3000-level course or above	3
<b>Spring – 2nd Year</b>	15
SPED 4491 Special Education Apprenticeship	15
Physical Education	5
Total Hours for the Degree	125



**HEALTH AND PHYSICAL EDUCATION**

**Bachelor of Science in Education  
with a Major in Exercise and Health Science -- Track in Health Science**

Core Curriculum Areas A-E for Non-Science Majors	42	
Core Curriculum Area F	18	
KNHS 2100	2	
KNHS 2200 CPR, First Aid, and Sport Safety Training	1	
BIOL 2111 Human Anatomy and Physiology I	4	
BIOL 2112 Human Anatomy and Physiology II	4	
MATH 2210 Elementary Statistics	3	
CHEM course Area D		
OR		
PHYS course Area D	4	
Major Concentration		60
Kinesiology and Health Science Core	18	
KNHS 3100 Introduction to KNHS	3	
KNHS 3210 Motor Behavior	3	
KNHS 3220 Structural Kinesiology	3	
KNHS 3310 Exercise and Sport Psychology	3	
KNHS 4220 Exercise Physiology	3	
KNHS Elective	3	
Exercise Science Courses		9
KNHS 3300 Practicum	3	
KNHS 3320 Fitness Assessment and Exercise Prescription	3	
KNHS 4320 Exercise Therapy	3	
Ancillary Courses		18
MATH 2210 Elementary Statistics	3	
EDTD 3011 Educational Technology	3	
PSYC 3131 Child and Adolescent Development	3	
PSYC 3143 Abnormal Psychology	3	
Approved Elective	3	
Approved Elective	3	
Internship – KNHS 4960		15
Wellness Graduation Requirement		5
WELL 1000	3	
WELL Activities Course	1	
WELL Activities Course	1	
Total Hours for the Degree		125

# HEALTH AND PHYSICAL EDUCATION

## Bachelor of Science in Education with a Major in Exercise and Health Science -- Track in Exercise and Sports Science

Core Curriculum Areas A-E for Non-Science Majors		42
Core Curriculum Area F		18
KNHS 2100	2	
KNHS 2200 CPR, First Aid, and Sport Safety Training	1	
BIOL 2111 Human Anatomy and Physiology I	4	
BIOL 2112 Human Anatomy and Physiology II	4	
MATH 2210 Elementary Statistics	3	
CHEM course Area D		
OR		
PHYS course Area D	4	
Major Concentration		60
Kinesiology and Health Science Core	21	
KNHS 3100 Introduction to Kinesiology and Health Science	3	
KNHS 3210 Motor Behavior	3	
KNHS 3220 Structural Kinesiology	3	
KNHS 4220 Exercise Physiology	3	
KNHS 4340 Measurement and Evaluation in Kinesiology and Health Science	3	
KNHS Elective	3	
EDTD 3011 / MUSI 3011 Educational Technology	3	
Exercise Science Courses	15	
KNHS 3300 Practicum	3	
KNHS 3310 Exercise and Sport Psychology	3	
KNHS 3320 Fitness Assessment and Exercise Prescription	3	
KNHS 4320 Adult Fitness and Rehabilitation	3	
PSYC 3183 Health Psychology	3	
Approved Electives	9	
Internship – KNHS 4960	15	
Wellness Graduation Requirement		5
WELL 1000 Wellness	3	
WELL Activity Course	1	
WELL Activity Course	1	
Total Hours for the Degree		125

# HEALTH AND PHYSICAL EDUCATION

## Bachelor of Science in Education with a Major in Exercise and Health Science --Track in Pre-Physical Therapy

It is important that students work closely with a departmental advisor for this program because specific courses are required to be completed for consideration for the MPT program at the Medical College of Georgia.

Core Curriculum Areas A-E for Non-Science Majors		42
Core Curriculum Area F		18
KNHS 2100	2	
KNHS 2200 CPR, First Aid, and Sport Safety Training	1	
BIOL 2111 Human Anatomy and Physiology I	4	
BIOL 2112 Human Anatomy and Physiology II	4	
MATH 2210 Elementary Statistics	3	
CHEM course Area D		
OR		
PHYS course Area D	4	
Major Concentration		60
Kinesiology and Health Science Core		18
KNHS 3100 Introduction to Kinesiology and Health Sci.	3	
KNHS 3210 Motor Behavior	3	
KNHS 3220 Structural Kinesiology	3	
KNHS 3310 Exercise/Sport Psychology	3	
KNHS 4220 Exercise Physiology	3	
KNHS Elective	3	
Exercise Science Courses		9
KNHS 3300 Practicum	3	
KNHS 3320 Fitness Assess. and Exercise Prescription	3	
KNHS 4320 Principles of Exercise Therapy	3	
Ancillary Courses		18
EDTD 3011 Educational Technology	3	
MATH 2210 Elementary Statistics	3	
PSYC 3131 Child and Adolescent Development	3	
PSYC 3143 Abnormal Psychology	3	
_____ approved Elective	3	
_____ approved Elective	3	
Internship: KNHS 4960		15
Wellness Graduation Requirements		5
WELL 1000 Wellness	3	
WELL Activity Course	1	
WELL Activity Course	1	
Total Hours for the Degree		125

## HEALTH AND PHYSICAL EDUCATION

### Bachelor of Science in Education with a Major in Health and Physical Education -- Track for Teacher Certification

Core Curriculum Areas A-E for Non-Science Majors	42
Core Curriculum Area F	18
KNHS 2200 CPR, First Aid and Sports Safety Training	1
EDUC 2110 Investigating Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Social-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
BIOL 2111 Human Anatomy and Physiology I	4
BIOL 2112 Human Anatomy and Physiology II	4
Major Concentration	68
Kinesiology and Health Science Core (18 hrs.)	
KNHS 3100 Introduction to Kinesiology and Health Sci.	3
KNHS 3210 Motor Behavior	3
KNHS 3220 Structural Kinesiology	3
KNHS 3310 Exercise/Sport Psychology	3
KNHS 4220 Exercise Physiology	3
KNHS 4340 Measurement and Evaluation	3
Teacher Certification Courses (35 hrs.)	
KNHS 3311 Introduction to Human Sexual Behavior	3
KNHS 3312 Introduction to Human Diseases	3
KNHS 3313 Teaching and Assessing Fitness	2
KNHS 3314 Team Sports	2
KNHS 3315 Individual, Dual and Outdoor Activities	2
KNHS 3316 Movement and Dance Methods	2
KNHS 3321 Conducting Quality HPE Programs	3
KNHS 3343 Elementary Methods of Physical Education	3
KNHS 3420 Instruction Strategies in Health	3
KNHS 4330 History and Philosophy of Kinesiology	3
KNHS 4342 Health and Physical Education for Middle and Secondary Schools	3
KNHS 4360 Physical Education for Students with Diverse Needs	3
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
Apprenticeship Teaching (15 hrs.)	
KNHS 4300 Apprenticeship Teaching	15
Wellness Graduation Requirement	5
Wellness 1000	3
Activity Course	1
Activity Course	1
Total Hours for the Degree	125

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## HEALTH AND PHYSICAL EDUCATION

### Minor in Health and Physical Education

A minor may be earned in Health and Physical Education by successfully completing 18 upper division credit hours with a grade of C or better. All credit for a minor must be approved by an advisor in the Department of Kinesiology and Health Science.

**EARLY CHILDHOOD EDUCATION PRE K-5 CERTIFICATION**

**Bachelor of Science in Education  
with a Major in Early Childhood Education**

Core Curriculum Areas A-E for Non-Science Majors	42
Area F	18
EDUC 2110 Investigating Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Social-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching	3
ISCI 2001 Life/Earth Sciences for Elementary Education	3
ISCI 2002 Physical Science	3
MATH 2008 Foundations of Numbers and Operations	3
Major Concentration	57
BLOCK 1	15
MATH ____ (Recommended MATH 3241 or 3242)	
ENGL 3320 Children's Literature	
ECED 3151 Early Childhood Curriculum	
ECED 3161 Management and Family Involvement	
ECED 3252 Language Arts Curriculum	
BLOCK 2	12
MATH ____ (Recommended MATH 3241, 3242, or 4260)	
ECED 3212 Literacy I: Basic Literacy Instruction for Early Childhood Education	
ECED 3231 Early Childhood Science Education	
ECED 3241 Early Childhood Social Studies Education I Geography and History in K-5 Curriculum	
BLOCK 3	15
MATH ____ (Recommended MATH 3242 or 4260)	
ECED 4322 Early Childhood Mathematics Education	
ECED 4313 Literacy II: Advanced Literacy Instruction for Early Childhood Education	
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	
ECED 4342 Social Studies II	
BLOCK 4 (all course work must be successfully completed PRIOR to apprenticeship)	15
ECED 4491 Apprenticeship (15)	
(Each ECED course in Blocks I, II, and III will have 33 clock hours of lab.)	
Students must take	6
MUSI 2400 (2)	
ART 2100 (2)	
KNHS 2350 (2)	
These courses can be taken prior to admission into the program.	
Students must also either take EDTD 3011 (Technology) or successfully complete the INTECH Test Out Option for certification.	
Physical Education	5
Total Hours for the Degree	128

## MIDDLE GRADES EDUCATION 4-8 CERTIFICATION

### Bachelor of Science in Education with a Major in Middle Grades Education

Core Curriculum Areas A-E (Area D: Science Concentration must take BIOL 1107, 1108)	42
Area F	18
EDUC 2110 Investigating Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Social-Cultural Perspectives on Diversity	3
SPED 2130 Exploring Learning and Teaching	3
Choose 9 hours from Area D or E according to your concentration: *MATH 1113, 1220, 2011, 2012, 2013 are recommended. *Social Studies concentration must have a geography course (and a Georgia History course is strongly recommended). *Language Arts concentration must have English 2250	
Major Concentration	60
Core:	21
MGED 3111 Middle School Teacher and Student Roles	
MGED 3112 Middle School Classroom	
MGED 3213 Middle School Organization	
MGED 3222 Integrated Reading to Learn	
SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	
MGED 4111 Integrated Instruction	
EDTD 3011 / MUSI 3011 Educational Technology	
Content Specialization Courses	24
Choose two of the following sets:	
Language Arts	
MGED 3221 Middle Grades Language Arts 3	
ENGL 3810 and ENGL 3330 (6)	
One 3000-4000 A and S course in language arts 3	
Mathematics	
MGED 3231 Mathematics Education for Middle Grades 3	
MATH 3261, 3262, 4260 (9)	
Social Studies	
MGED 3241 Social Studies Education for Middle Grades 3	
Three 3000-4000 Arts and Sciences courses in social studies (9)	
Science	
MGED 3251 Science Education for Middle Grades 3	
Three 3000-4000 Arts and Sciences courses in science (9)	
MGED 4210 Apprenticeship and Seminar	15
(EDUC, SPED, EDTD, and MGED courses will each have 30 clock hours of lab.)	
Physical Education	5
Total Hours for the Degree	125

## SECONDARY EDUCATION

P-12 Certification Programs	Page
1. French.....	88
2. Spanish.....	92
7-12 Certification Programs	
1. Biology Education.....	67
2. Chemistry Education.....	71
2. English Education.....	86
3. History Education.....	98
4. Mathematics Education.....	105
5. Physics/Mathematics Education.....	75
6. Political Science Education.....	130





## James M. Hull College of Business

The James M. Hull College of Business, fully accredited by the Association to Advance Collegiate Schools of Business (AACSB), offers both Bachelor of Business Administration degrees and the Master of Business Administration degree. The James M. Hull College of Business schedules required and most elective courses to allow students to earn their undergraduate degrees by attending classes during either day or evening hours. Most students earning business degrees are working in the local community, and many of them are working full-time. The James M. Hull College of Business maintains high quality programs while meeting the educational needs of its current and potential student body.

Our mission is to prepare students for career success by providing quality baccalaureate and master's level education in business disciplines.

Our teaching helps students develop professional competence, enhance the quality of their lives, and appreciate the need for continuous learning and renewal. Our programs are managed to accommodate students who live and work in the greater Augusta metropolitan area.

We engage in scholarship that strengthens classroom instruction and assists the community and the business professions. We provide service to the university in faculty governance, to the community through professional, civic, and charitable activities, and to the business professions through involvement in professional organizations and programs.

The James M. Hull College of Business is advised and supported by an advisory board chaired by Mr. Larry DeMeyers. This group of local business leaders meets quarterly and serves as a bridge between the College and the community. Members in 2008-2009 were:

Mr. Patrick Blanchard, President and CEO, Georgia-Carolina Bancshares, Inc.  
Mr. Thomas M. Blanchard, Blanchard & Calhoun  
Mr. Dan Blanton, President and CEO, Georgia Bank & Trust  
Mr. Marshall Brown, UBS Paine Webber  
Mr. David Burton, Business Advisor  
Mr. Roy F. Chalker, Jr., Chalker Publishing Company  
Mr. John T. Cosnahan, Administrative Partner, Baird and Company  
Mrs. Dee Crawford, President & CEO, D & G Management  
Mr. Larry DeMeyers, Business Advisor  
Mr. Edwin L. Douglass, Jr., President, E.L.D., Inc.  
Mr. Walter Dukes, Regional Vice President, Georgia Power Company  
Ms. Linda Hardin, Manager, Augusta Mall  
Ms. Helen Hendee, Vice President for Development & Alumni Relations, Augusta State University  
Mr. Gary Jones, Massachusetts Mutual Life Insurance Co.  
Dr. Andy Lasser, University Health Care System  
Mr. Brian Marks, President, Augusta Sportswear  
Mr. Sam Nicholson, Attorney  
Ms. Rhonda Oellerich, Vice President for Sales, Keystone Homes  
Mr. H. M. Osteen, Jr., Retired Chairman of the Board, Banker's First  
Judge J. Carlisle Overstreet  
Mr. Joe Pollock, President, Pollock Office Machine Company  
Mr. Ed. Presnell, SRP Federal Credit Union  
Mr. Paul Simon, Retired President, Morris Communications Corporation  
Mr. Preston Sizemore, President and CEO, Sizemore, Inc.  
Ms. Pat Tante, Retired, Community Relations Director, Pfizer  
Mr. William Thompson, President, SunTrust Bank  
Mr. Philip Wahl II, Senior Vice President Community Banking, Wachovia  
Mr. Ray Walters, Treasurer, Koger-Walters Oil Co.

## Members of the faculty of the James M. Hull College of Business are as follows:

Dean: Miller, M.D.

Associate Dean: Schultz, T.A.

Associate Dean: Coleman, B. C.

Professors: Brannen, D.E.; Brauer, J.; Coleman, B.C.; Grayson, J.M.; Howard, D.P.; Ibrahim, N.A.; Leightner, J.E.; Miller, M. D.; Schultz, T.A.; Ziobrowski, B.J.

Associate Professors: Basciano, P.M.

Assistant Professors: Amos, C.L.; Fritz, D.A.; Loda, M.D.; Medcalfe, S.K.; York, P.T.; Zhang, L.G.

Instructor: Kirk, R.

### The Knox School of Accountancy

We, in the Knox School, are dedicated to excellence in accounting education. As a part of the Hull College of Business, we have a commitment to offer our students the finest in business education.

Professors: Jackson, P.Z.; Miller, J.R., Siegel, P.H.

Associate Professors: Styron, W.J., Director

Assistant Professors: Smalley, R.L.

Lecturers: Blackwood, B.J.

### Admission into the James M. Hull College of Business

In order to provide a meaningful educational experience for our students, we require that students successfully complete the majority of their general education requirements prior to enrolling in any upper division business courses. The core curriculum provides general knowledge and skills in language, communication, quantitative techniques and analysis, and scientific techniques as well as historical, social, political, and economic foundations upon which modern business is based. This background allows the student to study the specific business disciplines and to place them in appropriate context.

All aspiring business majors entering Augusta State University under the 2006-2007 catalog or after will be designated as Pre-business majors. In order to enroll in any upper division business courses, students must have gained admittance into the James M. Hull College of Business. Upon meeting the prerequisites for admission into the HCoB, students will select one of the following majors: Accounting, Finance, Management, Management Information Systems, or Marketing. The Undergraduate Advising Office in the James M. Hull College of Business will provide advising services to pre-business majors as well as to those in the specific business majors.

The prerequisites for entry into the James M. Hull College of Business are as follows: (1) Completion of at least 45 semester hours of courses; and (2) Completion of the following courses with an overall GPA of 2.5 on these seven courses: ENGL 1101, ENGL 1102, MATH 1111, MATH 1220, ACCT 2101, ECON 2106 (or ECON 2105), and MINF 2201. Students may retake any of these courses and only the most recent grade in the course will count toward the minimum required GPA. Once the prerequisites have been met, the student may apply for admission into the HCoB in the Undergraduate Advising Office.

### Prerequisites and Course Sequencing

In some cases specific courses are listed as prerequisites. If a course is listed specifically as a prerequisite, it must be successfully completed prior to enrolling in the course for which it is a prerequisite. The two courses may not be taken concurrently. A course rotational plan is available in the Undergraduate Advising Office so that business majors may best plan their courses in order to make the most efficient use of their time in the classroom.

It is important that the students' major courses be taken during both the junior and senior years. Although all major courses are offered regularly, they may not be offered each semester during both day and evening hours. For this reason, it is important to learn which courses are required and to note their scheduling patterns. Failure to take a course when it is offered, withdrawing from, or failing a course will most likely lead to delays in the graduation process.

Because business majors deserve to know which courses are required for their degree program and the order in which they should enroll in them, the HCoB requires students to be advised each term. Business and prebusiness majors will receive a Term PIN only after discussing their pending schedules with an advisor in the Undergraduate Advising Office.

### Undergraduate Minor Requirements

Business administration minors entering Augusta State University under the 2007-2008 catalog or after will need to meet the following requirements before enrolling in MGMT 3500, MKTG 3700, or BUSA 4200. Students must complete these seven courses with an overall GPA of 2.5: **ENGL 1101, ENGL 1102, MATH 1111** (or MATH 1101), **Third Core Area D math/science course, ACCT 2101, ECON 2106** (or ECON 2105 or ECON 1810), **and MGMT 2106** (or FINC 1410). Students may retake any of these courses and only the most recent grade in the course will count toward the minimum required GPA.

## BACHELOR OF BUSINESS ADMINISTRATION

A student pursuing a business administration curriculum may choose an area of major concentration from one of the following: Accounting, Finance, Management, Management Information Systems, or Marketing. All courses listed below carry 3 semester hours of credit, except as noted.

No more than three of the Junior/Senior Common Courses and no more than two of the Major Emphasis courses may be transferred from another institution into the BBA Program.

### Core Requirements

Since the core curriculum (Areas A,B,C,D,E, and F) is preparatory, the student must take these courses during the freshman and sophomore years.

Area A	9
ENGL 1101 and ENGL 1102	
MATH 1101 or MATH 1111 (MATH 1111 recommended)	
Area B	4
Humanities (2 hours extra from Area C)	
COMS 1010	
Area C	6
HUMN 2001 and 2002	
Area D	11 or 12
Two lab sciences (does not have to be sequence) (extra hour to electives)	
One additional math or science (MATH 1220 Applied Calculus must be taken as an elective if not taken in Area D.)	
Area E	12
POLS 1101	
HIST 2111 or HIST 2112	
PSYC 1101 or SOCI 1101 or ECON 1810 or ANTH 2011	
One additional social science	

### Requirements for Enrolling in HCoB Upper Division Courses

In order to enroll in any upper division courses taught by the HCoB, students must have completed the specific prerequisites for the courses and must have met the following admissions requirements:

1. Completion of at least 45 semester hours of courses.
2. Completion of the following core courses with an overall GPA of at least 2.5 on these seven courses: ENGL 1101, ENGL 1102, MATH 1111, MATH 1220, ACCT 2101, ECON 2106 (or ECON 2105), MINF 2201. Students may retake any of these courses and only the most recent grade in the course will count toward the minimum GPA.
3. Students will be *advised* to enroll in the following three courses as soon as possible: ACCT 2102, ECON 2105 (or ECON 2106), MGMT 2106.
4. These requirements will apply to students who must meet the new ASU catalog requirements.

# BUSINESS ADMINISTRATION

## Bachelor of Business Administration with a Major in Accounting

Core Curriculum Areas A-E (See p. 52)	42
Core Curriculum Area F (Grade of C or better is required in all these courses unless noted)	18
ACCT 2101 Principles of Accounting I (Grade of B or better needed)	
ACCT 2102 Principles of Accounting II (Grade of B or better needed)	
ECON 2105 Macroeconomics	
ECON 2106 Microeconomics	
MINF 2201 Microcomputer Applications	
MGMT 2106 Legal and Ethical Environment of Business	
Junior/Senior Common Courses (Grade of C or better is required in all Junior/Senior level courses)	30
FINC 3400 Corporate Finance	
MATH 3110 Statistical Analysis for Business	
MGMT 3500 Management Theory and Practice	
COMC 3100 Communications for Professionals	
MKTG 3700 Principles of Marketing	
QUAN 3600 Operations Management	
BUSA 4200 International Business	
MGMT 4500 Human Resource Management	
ACCT 4350 Accounting Information Systems	
MGMT 4580 Strategic Management	
Major Emphasis	21
ACCT 3311 Financial Accounting Theory I	
ACCT 3312 Financial Accounting Theory II	
ACCT 3321 Cost Accounting	
ACCT 3331 Federal Income Taxation	
ACCT 4360 Auditing	
Select two of the following courses:	
ACCT 4322 Cost Management	
ACCT 4370 Advanced Accounting	
ACCT 4332 Advanced Federal Income Taxation	
ACCT 4380 Governmental and Institutional Accounting	
ACCT 4620 Spreadsheet Modeling and Decision Analysis	
ACCT 4950 Selected Topics in Accounting	
Electives	9
Must include MATH 1220 if not taken in Area D.	
No more than 6 hours can be taken within the HCoB	
Physical Education	5
Total Hours for the Degree	125

# BUSINESS ADMINISTRATION

## Bachelor of Business Administration with a Major in Finance

Core Curriculum Areas A-E (See p. 52)	42
Core Curriculum Area F (Grade of C or better is required in these courses)	18
ACCT 2101 Principles of Accounting I	
ACCT 2102 Principles of Accounting II	
ECON 2106 Microeconomics	
ECON 2105 Macroeconomics	
MINF 2201 Microcomputer Applications	
MGMT 2106 Legal and Ethical Environment of Business	
Junior/Senior Common Courses (Grade of C or better is required in all Junior/Senior level courses)	30
FINC 3400 Corporate Finance	
MATH 3110 Statistical Analysis for Business	
MGMT 3500 Management Theory and Practice	
COMC 3100 Communications for Professionals	
MKTG 3700 Principles of Marketing	
QUAN 3600 Operations Management	
BUSA 4200 International Business	
MGMT 4500 Human Resource Management	
MINF 3650 Information Systems	
MGMT 4580 Strategic Management	
Major Emphasis	21
FINC 3405 Financial Planning	
FINC 4421 Investment and Portfolio Analysis	
Select five of the following courses:	
ACCT 3331 Federal Income Taxation	
ECON 4820 International Economics and Finance	
FINC 3410 Risk Management	
FINC 3420 Real Estate	
FINC 4410 Advanced Corporate Finance	
FINC 4420 Financial Markets and Institutions	
FINC 4430 Estate Planning	
FINC 4440 Retirement Planning	
FINC 4950 Selected Topics in Finance	
QUAN 4620 Spreadsheet Modeling and Decision Analysis	
Electives	9
Must include MATH 1220 if not taken in Area D	
No more than 6 hours can be taken within the HCoB	
Physical Education	5
Total Hours for the Degree	125

# BUSINESS ADMINISTRATION

## Bachelor of Business Administration with a Major in Management

Core Curriculum Areas A-E (See p. 52)	42
Core Curriculum Area F	18
(Grade of C or better is required in all these courses)	
ACCT 2101 Principles of Accounting I	
ACCT 2102 Principles of Accounting II	
ECON 2106 Microeconomics	
ECON 2105 Macroeconomics	
MINF 2201 Microcomputer Applications	
MGMT 2106 Legal and Ethical Environment of Business	
Junior/Senior Common Courses	30
(Grade of C or better is required in all Junior/Senior level courses)	
FINC 3400 Corporate Finance	
MATH 3110 Statistical Analysis for Business	
MGMT 3500 Management Theory and Practice	
COMC 3100 Communications for Professionals	
MKTG 3700 Principles of Marketing	
QUAN 3600 Operations Management	
BUSA 4200 International Business	
MGMT 4500 Human Resource Management	
MINF 3650 Information Systems	
MGMT 4580 Strategic Management	
Major Emphasis	21
MGMT 3510 Organizational Behavior	
MGMT 4550 Entrepreneurship and Small Business Management	
MINF 3310 Business Systems Development	
Select four of the following courses:	
MGMT 4520 Industrial Relations and Collective Bargaining	
MGMT 4560 Advanced Topics in Human Resources	
MGMT 4950 Selected Topics in Management	
MINF 4390 Introduction to E-Commerce	
MKTG 4740 Marketing Research	
QUAN 4620 Spreadsheet Modeling and Decision Analysis	
Electives	9
Must include MATH 1220 if not taken in Area D.	
No more than 6 hours can be taken within the HCoB	
Physical Education	5
Total Hours for the Degree	125

# BUSINESS ADMINISTRATION

## Bachelor of Business Administration with a Major in Management Information Systems

Core Curriculum Areas A-E (See p. 52)	42
Core Curriculum Area F	18
(Grade of C or better is required in all these courses)	
ACCT 2101 Principles of Accounting I	
ACCT 2102 Principles of Accounting II	
ECON 2106 Microeconomics	
ECON 2105 Macroeconomics	
MINF 2201 Microcomputer Applications	
MGMT 2106 Legal and Ethical Environment of Business	
Junior/Senior Common Courses	30
(Grade of C or better is required in all Junior/Senior level courses)	
FINC 3400 Corporate Finance	
MATH 3110 Statistical Analysis for Business	
MGMT 3500 Management Theory and Practice	
COMC 3100 Communications for Professionals	
MKTG 3700 Principles of Marketing	
QUAN 3600 Operations Management	
BUSA 4200 International Business	
MGMT 4500 Human Resource Management	
MINF 3650 Information Systems	
MGMT 4580 Strategic Management	
Major Emphasis	21
MINF 3310 Business Systems Development	
MINF 4600 Integrated Business Programming	
MINF 4610 Applied Data Management	
MINF 4330 Telecommunications Management	
And select nine semester hours from the following courses:	
MINF 4117 Marketing on the Internet	
MINF 4118 Web Page Design	
MINF 4390 Introduction to e-Commerce	
MINF 4950 Selected Topics in Information Technology	
ACCT 4350 Accounting Information Systems	
QUAN 4620 Spreadsheet Modeling and Decision Analysis	
Any AIST, CSCI, or CSIA course at 3000-4000 level	
Electives	9
Must include MATH 1220 if not taken in Area D.	
No more than 6 hours can be taken within the HCoB	
Physical Education	5
Total Hours for the Degree	125

## BUSINESS ADMINISTRATION

### Bachelor of Business Administration with a Major in Marketing

Core Curriculum Areas A-E (See p. 52)	42
Core Curriculum Area F (Grade of C or better is required in all these courses)	18
ACCT 2101 Principles of Accounting I	
ACCT 2102 Principles of Accounting II	
ECON 2106 Microeconomics	
ECON 2105 Macroeconomics	
MINF 2201 Microcomputer Applications	
MGMT 2106 Legal and Ethical Environment of Business	
Junior/Senior Common Courses (Grade of C or better is required in all Junior/Senior level courses )	30
FINC 3400 Corporate Finance	
MATH 3110 Statistical Analysis for Business	
MGMT 3500 Management Theory and Practice	
COMC 3100 Communications for Professionals	
MKTG 3700 Principles of Marketing	
QUAN 3600 Operations Management	
BUSA 4200 International Business	
MGMT 4500 Human Resource Management	
MINF 3650 Information Systems	
MGMT 4580 Strategic Management	
Major Emphasis	21
MKTG 3710 Buyer Behavior	
MKTG 4740 Marketing Research	
MKTG 4750 Marketing Planning and Strategy	
Select four of the following courses	
MINF 4117 Marketing on the Internet	
MINF 4390 Introduction to E-Commerce	
MGMT4550 Entrepreneurship and Small Business Management	
MKTG 3720 Retail Management	
MKTG 4770 Product Innovation and Product Management	
MKTG 3730 Salesmanship and Sales Management	
MKTG 4720 Services Marketing	
MKTG 4780 Advertising and Promotion Management	
MKTG 4950 Selected Topics in Marketing	
Electives	9
Must include MATH 1220 if not taken in Area D.	
No more than 6 hours can be taken within the HCoB	
Physical Education	5
Total Hours for the Degree	125

## BUSINESS ADMINISTRATION

### Minors in the College of Business

#### Accounting Minor

Lower Division Courses	6
ACCT 2101 Principles of Accounting I (Grade of B or better)	
ACCT 2102 Principles of Accounting II (Grade of B or better)	
Upper Division Courses (Grade of C or better is required in all these courses)	12
ACCT 3311 Financial Accounting Theory I	
Select three of the following courses:	
ACCT 3312 Financial Accounting Theory II	
ACCT 4350 Accounting Information Systems	
ACCT 3321 Cost Accounting	



**Business Administration Minor**

(Grade of C or better is required in all these courses)

Lower Division Courses	9
ACCT 2101 Principles of Accounting I	
ECON 1810 or ECON 2106 or ECON 2105	
Introduction to Economics	
Microeconomics	
Macroeconomics	
FINC 1410 or MGMT 2106	
Personal Finance	
Legal and Ethical Environment of Business	
Upper Division Courses	9
BUSA 4200 International Business	
MGMT 3500 Management Theory and Practice	
MKTG 3700 Principles of Marketing	
(MGMT 3500 and MKTG 3700 are prerequisite to BUSA 4200)	

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**Economics Minor**

(Grade of C or better is required in all these courses)

Lower Division Courses	6
ECON 2105 Macroeconomics	
ECON 2106 Microeconomics	
Upper Division Courses	12
ECON 3105 Intermediate Macroeconomics	
ECON 3106 Intermediate Microeconomics	
Select one of the following courses:	
ECON 4820 International Economics and Finance	
ECON 4830 Public Sector Economics and Public Policy Analysis	
Select one of the following (if not already taken for the student's major or minor field of study).	
Any 3000 or 4000 level course in the Hull College of Business	
ANTH 3851 Religion, Culture, and Society	
ANTH 4861 World Ethnology	
BIOL 3120 Man and the Environment	
CRJU 3341 White Collar Crime	
CRJU 4431 Criminology	
ECON 4820 International Economics and Finance	
ECON 4830 Public Sector Economics and Policy	
Any HIST 3xxx or HIST 4xxx	
(except HIST 3891, HIST 4900, HIST 4950, HIST 4970)	
MATH 3110 Statistical Analysis for Business	
POLS 3801 International Relations Theory	
POLS 4302 Political Economy	
POLS 4303 Public Budgeting	
POLS 4701 Governments of Developing Nations	
POLS 4902 World Politics	
PSYC 3170 Consumer Behavior	
PSYC 4173 Social Psychology	
SOCI 4431 Criminology	
SOCI 4451 Sociology of Work and Occupation	
SOCI 4461 Urban Sociology	
SOCI 4462 Urban Social Problems	

Total hours for each of the above minors 18

**AUGUSTA STATE UNIVERSITY  
GRADUATE PROGRAMS**

# Katherine Reese Pamplin College of Arts and Sciences

## POLITICAL SCIENCE

### Master of Public Administration Degree

The Master of Public Administration degree is designed to help prepare an individual for career service in national, state or local government; in regional planning agencies; and in non-profit or voluntary organizations. It is a two-year program of study which encourages post-baccalaureate students to utilize their education as a foundation upon which to build organizational and managerial skills which are highly valued in the public and non-profit sector.

**Admissions Procedures and Requirements:** The Department of Political Science will provide written materials and answer inquiries about the Master of Public Administration program, but application must be made through the Augusta State University Office of Admissions. Information can also be obtained from the program's web site: [www.aug.edu/mpa](http://www.aug.edu/mpa). The application process begins when a candidate submits the application for admission. Thereafter, the applicant assembles materials for a portfolio which is opened for him or her in the Admissions Office. The applicant is responsible for having the following materials placed in the portfolio:

1. Official transcripts from all colleges and universities attended by the applicant. The applicant must have completed requirements for the bachelor's degree in a regionally accredited college or university. Admission to the program targets a minimum grade average equivalent to 2.5 on a 4.0 scale.
2. Official scores on the Graduate Record Examination. The GRE scores must be recent (applicant having taken the Graduate Record Examination within the last five years).
3. Two letters of recommendation. The letters of recommendation should come from persons familiar with the applicant's academic and/or employment experience.
4. A current résumé.
5. Medical History Form (available from Admissions Office)

When the portfolio is completed, the applicant's record will be sent to the MPA Director for review. The following formula will be applied:

**GRE verbal score + (GRE analytical score x 100) + GRE quantitative score + (GPA x 100)**

For regular admission, a student is expected to achieve a composite score of 1500 or higher. Probationary admission *may* be granted for students scoring 1400 – 1499. Probationary admission is not automatic. The Admissions Committee examines the applicant's undergraduate transcripts, résumé, and letters of recommendation in making its determination.

**Conditions for Provisional Admission:** Those applicants who have at least a 3.0 undergraduate grade average and are awaiting their scores on the Graduate Record Examination may enter into a contract with the MPA program which states that they are provisionally accepted for **one semester** while the portfolio is completed. Provisionally accepted students may take **one** course. If the student's completed application is subsequently accepted after the GRE scores are known and course is successfully completed, the course will count toward his or her degree requirements.

**Conditions for Probationary Admission:** The MPA Admissions Committee has the option of admitting a student on a probationary basis with a set of specified conditions to be met before the student is considered to be regularly accepted. These conditions are determined on a case-by-case basis. Conditions may include, but are not limited to, provisions that the student achieve, at a minimum, a B on each of the first three core courses taken in the MPA Program, or that the student take an undergraduate course in quantitative methods as a pre-requisite in order to remedy a deficiency in his or her performance on the quantitative subtest of the Graduate Record Examination. In any case, the conditions must be met within the first two semesters of course work within the MPA program in order for the student's academic status to change from probationary to regular.

**Admissions Appeals:** Students who are not accepted for admission to the Master of Public Administration program and who believe that there are extenuating circumstances which affect their eligibility may request in writing an appeal of the decision of the MPA Admissions Committee. This appeal is sent to the Director of the MPA Program, who will forward it to the Admissions Committee. The committee makes its decision and conveys it in writing to the MPA Program Director, who contacts the applicant by letter to inform him or her of the decision.

**Academic and Professional Standards:** An average of B is required for all courses attempted in the program. There is a time limit for completion of the degree. Only the course work earned within the six calendar years before the final completion of degree requirements will apply toward graduation.

The program of study is 36 semester credit hours. Of the 36 hours, 25 hours (nine courses) constitute the core requirements. The remaining hours are selected from among the elective offerings, culminating in a capstone course of 2 semester hours.

**Transfer Credit:** No more than nine semester credit hours shall be transferred from another institution for the purpose of earning credits for the Master of Public Administration degree. The institution from which the credits are transferred must be an accredited one, and each transfer course is subject to review in order to determine its equivalency in the Augusta State University MPA Program.

**Internship:** An internship experience is required by the MPA program for those students who lack a significant professional work background. Students who need an internship will be matched with an appropriate organization. This internship may be the basis for the student's capstone project.

**Capstone Project:** The purpose of the capstone project is to have the student demonstrate his or her ability to apply the knowledge acquired in the two years of study to an actual work setting and to utilize skills of observation and analysis as demonstrated in a formal research paper.

Core Curriculum	25
Required Courses (core curriculum of eight courses)	
PADM 6000 Survey of Public Administration	3
PADM 6050 Constitutional and Administrative Law	3
PADM 6100 Organization Theory and Behavior	3
PADM 6200 Human Resources Management	3
PADM 6300 Public Budgeting	3
PADM 6500 Research Methods in Public Administration	4
PADM 6600 Quantitative Methods	3
PADM 6650 Public Policy Analysis	3
Electives	9
PADM 6020 GIS for Public Management	2
PADM 6030 Grant Writing	1
PADM 6250 Introduction to Urban Planning	3
PADM 6301 Financial Management for Nonprofit Org.	3
PADM 6350 Emergency Management	3
PADM 6550 Human Services Administration	3
PADM 6650 Public Policy Analysis	3
PADM 6700 Urban Government Administration and Policy Analysis	3
or	
PADM 6700 Urban Administration and Policy Analysis	3
PADM 6750 Program Evaluation	3
PADM 6900 Graduate Internship	3
PADM 6950 Selected Topics in Public Administration	3
PADM 7000 Directed Reading	3
PADM 7050 Capstone Project	2
Total Hours for the MPA Program	36

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## HOMELAND SECURITY

This track prepares students for careers in the fast-growing field of homeland security.

### Required Courses

(Same as the generalized MPA degree except for PADM 6000) 22

PADM 6350 Emergency Management 3

PADM 6351 Introduction to Homeland Security 3

PADM 6352 The Unconventional Threat  
OR PADM 6353 Information Security Management 3

**Electives** 3

PADM 7050 Capstone Project 2

**Total hours for the HS track** 36

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## HUMAN SERVICES ADMINISTRATION

This track prepares students for the challenges of working in Human Services Administration (HSA). Agencies involved in providing services to citizens, such as welfare, food banks, shelters, and community centers, face unique challenges including mixed funding streams, board structures, dependence on volunteers, and infrequent planning. This track prepares students to meet these challenges.

### Required Courses

(Same as above with the exception of PADM 6000 and 6300) 19

PADM 6550 Human Services Administration 3

PADM 6300 Public Budgeting  
OR PADM 6301 Financial Management for Nonprofit  
Organizations 3

PADM 6750 Program Evaluation 3

**Electives** 6

(Any of the electives listed above may be used)  
PADM 7050 Capstone Project 2

**Total hours for the HSA track** 36

The graduate program in psychology at Augusta State University provides intensive master's degree level education and training, with most students selecting an applied track which emphasizes clinical and counseling psychology. The program can also provide preparation for further graduate education or, for a limited number of students, the opportunity to pursue specific interests in experimental psychology.

Unlike some other graduate programs at the university, the M.S. program in psychology is designed as a full-time, day-time and year-round program. Most students complete their degree requirements in two years or less, earning credits in advanced foundation courses (e.g., learning, social, personality, statistics), applied course work (e.g., psychometry, counseling/therapy, psychopathology) and supervised internship experience in treatment facilities or research laboratories. The department operates a psychometric and clinical training facility, and an animal and human research laboratory. Internship opportunities are available at many local agencies including a Veterans Administration Medical Center, a regional state psychiatric hospital, the Medical College of Georgia, a regional state school and hospital for the developmentally disabled, a regional state training center for juvenile offenders, and the Dwight David Eisenhower Army Medical Center at Fort Gordon.

The Department and its faculty members maintain active relationships with the discipline's various governing and professional bodies, such as the American Psychological Association (APA), American Psychological Society (APS), Council of Graduate Departments of Psychology (COGDOP), Council of Applied Master's Programs in Psychology (CAMPP), and North American Association of Master's in Psychology (NAMPP).

### **Admission Procedures and Requirements**

Persons interested in taking graduate courses in psychology should be processed by the Department of Psychology, not the Augusta State University Office of Admissions. The formal deadline for submitting applications to the M.S. program is set by the institution. However, the limited number of positions for each fall entering class often results in the program filling sooner than that deadline. It is therefore recommended that applications for admission be made at least five months prior to the anticipated admission date. Admission to the program in semesters other than fall is possible if openings exist, but is rarely permitted given the sequencing of some courses. A final decision regarding acceptance into the graduate program can be made only upon receipt of official GRE scores, official transcripts, letters of reference, and a personal statement of educational and professional goals. Under exceptional circumstances students may be granted permission to enroll in certain courses in a post-baccalaureate status while the application is being processed.

Inquiries are encouraged especially from members of minority groups and older persons, from human service personnel employed by local community agencies, and from persons possessing otherwise adequate credentials but who may have a deficit in a single credential such as quantitative GRE scores or freshman grade point average, or who may lack specific undergraduate preparation in psychology. In such cases, the department may use other appropriate information in the admission decision, and may require satisfactory remediation of any academic deficits prior to full acceptance.

The minimum admission requirements are:

1. Completed requirements for the bachelor's degree in a regionally accredited college/university.
2. A grade point average equivalent to 3.0 on a 4.0 scale.
3. A score of 400 on each of the verbal and quantitative portions of the Graduate Record Examination (GRE). The GRE Writing score must be 3.5 or higher, and one of the remaining scores must reach 450 or better.
4. Satisfactory letters of recommendation (at least two from academic sources) and transcripts.
5. A 150-200 word statement regarding personal and professional goals with respect to graduate study at Augusta State University.
6. For students whose native language is other than English, the examination scores of the Test of English as a Foreign Language (TOEFL). An oral expression and comprehension evaluation may also be required.
7. For foreign students, a financial aid form provided by the Office of Admissions.

Successful applicants for regular graduate status will, at a minimum, have satisfactorily completed undergraduate courses in general psychology, abnormal psychology, quantitative methods for the social or behavioral sciences, and experimental psychology. Courses in learning, physiological psychology, and tests and measurement are strongly recommended and may serve as prerequisites for certain graduate courses.

After all required application information has been received, the Psychology Graduate Admissions Committee will make an admission decision, subject to approval by the Department Chair; and the Director of Graduate Studies in Psychology will inform the applicant of this decision.

Applicants who have acceptable credentials but who are deficient in one area, such as Verbal GRE Scores or grade point average, may be offered provisional admission. Provisional graduate students must petition for regular graduate status after satisfactory completion of at least six and not more than nine hours of admissible graduate work.

## **Financial Aid and Graduate Assistantships**

Students are expected to arrange their own means of paying tuition and other fees. Persons requiring financial assistance should first contact the Office of Financial Aid to inquire about funding alternatives, including the Work Study Program and low-interest loans. The department offers a limited number of graduate assistantships which reduce tuition and provide a monthly income in return for services to the university. These are assigned on a competitive basis each semester from among those students applying or recommended by the faculty. The award of an assistantship one semester is not a guarantee of future awards, and the university and department reserve the right to modify the number and conditions of awards as necessary. Graduate assistants are required to carry an academic load of at least nine semester hours with no more than three hours of internship.

## **Degree Requirements**

The Master of Science in Psychology offers three tracks: The clinical/counseling track, the general experimental track and the applied experimental track. Students who seek to pursue the doctoral degree are advised to complete the general experimental track. Those individuals who wish to work in more applied settings after graduation, such as a medical research environment, technical college, or community agencies are advised to choose the applied experimental track.

### **General Experimental Track**

The general experimental track requires the satisfactory completion of a minimum of 47 semester hours of graduate work including Professional and Ethical Foundations (PSYC 6190), Research Methods I and II (PSYC 6121 and 6122), Research Methods Lab I and Research Methods Lab II (PSYC 6921 and PSYC 6922), six semester hours of Research Practicum (PSYC 6930 and PSYC 6931), and six semester hours of Thesis Research (PSYC 6990). Beyond this, an individualized plan of study, as approved by the student's academic advisor, is used to establish specific course requirements. Students will be given formal permission by the faculty to pursue a thesis or internship at the end of the spring of their first year of graduate studies. The faculty will review the student's professional goals, academic performance and professional and ethical behavior to determine whether the student will be in the thesis or internship track. For this track, at least 38 of 47 total hours required must be earned in the major field; and no more than six of the 45 total hours may be earned in PSYC 6990.

### **Applied Experimental Track**

The applied experimental track requires the satisfactory completion of a minimum of 47 semester hours of graduate work including Professional and Ethical Foundations (PSYC 6190), Research Methods I and II (PSYC 6121 and 6122), Research Methods Lab I and Research Methods Lab II (PSYC 6921 and PSYC 6922), six semester hours of Research Practicum (PSYC 6930 and PSYC 6931), Psychological Assessment I (PSYC 6126), and six semester hours of Internship (PSYC 6940, 6970 and/or 6980). Beyond this, an individualized plan of study, as approved by the student's academic advisor, is used to establish specific course requirements. Students will be given formal permission by the faculty to pursue a thesis or internship at the end of the spring semester of their first year of graduate studies. The faculty will review the student's professional goals, academic performance, and professional and ethical behavior to determine whether the student will be in the thesis or internship track. For this track, at least 38 of the 47 total hours required must be earned in the major field; and no more than six of the 47 total hours may be earned in PSYC 6940, 6970, and/or 6980.

### **Clinical/Counseling Track**

The clinical/counseling track offers a thesis or a non-thesis (internship) option. The plan of study, as approved by the student's Academic Advisor, is used to determine whether the student will be in the thesis or internship track. The non-thesis option requires the satisfactory completion of a minimum of 53 semester hours of graduate courses as detailed below. Students who pursue the non-thesis option will need to complete at least 8 hours of PSYC 6960 Clinical Internship. All clinical/counseling students are strongly encouraged to carefully study the license requirements in the states where they may be employed in the future. For this track, at least 50 of the total hours required must be earned in the major field; and no more than 8 of the 53 hours may be earned in PSYC 6940, 6960, 6970, 6980, and/or 6990.

#### Clinical/Counseling Non-Thesis Track Courses (53 hours)

##### Research Foundations (Required)

PSYC 6121 Research Methods I (3 hours)  
PSYC 6921 Research Methods Lab I (1 hour)  
PSYC 6122 Research Methods II (3 hours)  
PSYC 6922 Research Methods Lab II (1 hour)

##### Assessment Foundations (Required)

PSYC 6926 Psychological Assessment Practicum I (1hour)  
PSYC 6126 Psychological Assessment I (3 hours)  
PSYC 6927 Psychological Assessment Practicum II (1 hour)  
PSYC 6127 Psychological Assessment II (3 hours)

##### Therapy Foundations (Required)

PSYC 6143 Behavior Pathology (3 hours)  
PSYC 6145 Therapeutic Interventions I (3 hours)

PSYC 6945 Therapeutic Interventions Practicum I (1 hour)  
PSYC 6146 Therapeutic Interventions II (3 hours)  
PSYC 6946 Therapeutic Interventions Practicum II (1 hour)

Social/Cultural/Systemic Bases of Behavior (Required)  
PSYC 6173 Social Psychology and Human Diversity (3 hours)

Learned Bases of Behavior (Choose One)  
PSYC 6130 Developmental Psychology (3 hours)  
PSYC 6165 Learning Principles and Applications (3 hours)

Biological Bases of Behavior (Choose One)  
PSYC 6181 Behavioral Neuroscience (3 hours)  
PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)  
PSYC 6190 Professional and Ethical Foundations (3 hours)

Internship Requirements (Required)  
PSYC 6960 Clinical Internship (8 hours). Additional internship hours may be selected from PSYC 6940, 6970, or 6980.

Select at least two additional courses to include:  
PSYC 6115 History and Systems of Psychology (3 hours)  
PSYC 6130 Developmental Psychology (3 hours)  
PSYC 6165 Learning Principles and Applications (3 hours)  
PSYC 6147 Seminar in Group Process (3 hours)  
PSYC 6148 Marriage and Couples Therapy (3 hours)  
PSYC 6178 Industrial Organizational Psychology (3 hours)  
PSYC 6950 Special Topics (3 hours)

#### CLINICAL COUNSELING TRACK Sample Plan of Study, 53 hours

##### YEAR I

##### FALL (11 hours):

Prof. and Ethical Foundations (PSYC 6190) (3 hours)  
Psychological Assessment I (PSYC 6126) (3 hours)  
Assessment I Practicum (PSYC 6926) (1 hour)  
Research Methods I (PSYC 6121) (3 hours)  
Research Methods Lab I (PSYC 6921) (1 hour)

\* Select Major Professor  
\* File Preliminary Plan of Study

##### SPRING (11 hours):

Behavior Pathology (PSYC 6143) (3 hours)  
Research Methods II (PSYC 6122) (3 hours)  
Research Methods Lab II (PSYC 6922) (1 hour)  
Psychological Assessment II (PSYC 6127) (3 hours)  
Assessment II Practicum (PSYC 6927) (1 hour)

\* File Complete Plan of Study

##### SUMMER (9 hours):

Social Psychology and Hum. Div.(PSYC 6173) (3 hours)  
Learning (PSYC 6165) (3 hours)  
Seminar in Group Process (PSYC 6147) (3 hours)

\* File Admission to Candidacy



YEAR II

FALL (10 hours)

Therapeutic Interventions I (PSYC 6145) (3 hours)  
Therapeutic Inter. Practicum I (PSYC 6945) (1 hour)  
Developmental Psychology (PSYC 6130) (3 hours)  
Internship (PSYC 6960) (3 hours)

\* Submit Application for Graduation  
\* Take Comprehensive Exams

SPRING (10 hours)

Therapeutic Interventions II (PSYC 6146) (3 hours)  
Therapeutic Inter. Practicum II (PSYC 6946) (1 hour)  
Clinical Psychopharmacology (PSYC 8182) (3 hours)  
Internship (PSYC 6960) (3 hours)

SUMMER (2 hours)

Internship (PSYC 6960) (2 hours)

\* Schedule Exit Interview

**Clinical/Counseling Thesis Option (53 hours)**

Research Foundations (Required)

PSYC 6121 Research Methods I (3 hours)

PSYC 6921 Research Methods Lab I (1 hour)

PSYC 6122 Research Methods II (3 hours)

PSYC 6922 Research Methods Lab II (1 hour)

Assessment Foundations (Required)

PSYC 6926 Psychological Assessment Practicum I (1 hour)

PSYC 6126 Psychological Assessment I (3 hours)

PSYC 6927 Psychological Assessment Practicum II (1 hour)

PSYC 6127 Psychological Assessment II (3 hours)

Therapy Foundations (Required)

PSYC 6143 Behavior Pathology (3 hours)

PSYC 6145 Therapeutic Interventions I (3 hours)

PSYC 6945 Therapeutic Interventions Practicum I (1 hour)

PSYC 6146 Therapeutic Interventions II (3 hours)

PSYC 6946 Therapeutic Interventions Practicum II (1 hour)

Social/Cultural/Systemic Bases of Behavior (Required)

PSYC 6173 Social Psychology and Human Diversity (3 hours)

Learned Bases of Behavior (Choose One)

PSYC 6130 Developmental Psychology (3 hours)

PSYC 6165 Learning Principles and Applications (3 hours)

Biological Bases of Behavior (Choose One)

PSYC 6181 Behavioral Neuroscience (3 hours)

PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)

PSYC 6190 Professional and Ethical Foundations (3 hours)

Internship Requirements (Required)

PSYC 6990 Thesis (3 hours)

PSYC 6960 Clinical Internship (5 hours). Additional internship hours may be selected from PSYC 6940, 6970, or 6980.

Select at least two additional courses to include:

PSYC 6115 History and Systems of Psychology (3 hours)

PSYC 6130 Developmental Psychology (3 hours)

PSYC 6165 Learning Principles and Applications (3 hours)

PSYC 6147 Seminar in Group Process (3 hours)

PSYC 6148 Marriage and Couples Therapy (3 hours)  
 PSYC 6178 Industrial Organizational Psychology (3 hours)  
 PSYC 6950 Special Topics (3 hours)

The M.S. program is scheduled on a year-round basis; students attend the summer term as full-time students.

Transfer of credit from another institution is contingent upon a positive recommendation by the student's Academic Advisor and approval by the Department Chair, and may not exceed nine semester hours. The plan of study may also not include more than nine semester hours taken in academic units other than the Department of Psychology. Only that course work completed within the six calendar years prior to completion of degree requirements will apply toward graduation.

Admission to candidacy for the Master of Science degree may occur no earlier than the completion of 15 semester hours of graduate work. To be admitted to candidacy, the student must additionally be classified as a regular graduate student, earn (and maintain) the endorsement of three graduate faculty sponsors, successfully complete Professional and Ethical Foundations (PSYC 6190) (including the general psychology component), successfully complete the Research Methods sequence (PSYC 6121 and 6122), and achieve a GPA of at least 3.00 in all graduate course work.

Comprehensive written and oral examinations are an integral part of the program of study and are designed to measure the student's knowledge of and competency in the field of psychology, to include conceptual, language, interpersonal and professional competencies commensurate with an advanced degree. The admissibility of candidates to the comprehensive examination will be based on the following criteria: possession of a currently viable admission to candidacy, a GPA of 3.0, successful completion of 33 semester hours of the plan of study, and official enrollment at Augusta State University in the semester during which the candidate will be examined.

Students are expected to maintain a GPA of at least 3.00 across all courses attempted in the M.S. degree program. Dismissal is probable for the student whose GPA shows a deficit of greater than six quality points at any time in the program. Work with a grade of U may be repeated once if the student's Academic Advisory Committee so recommends. Dismissal may also occur when students in post baccalaureate or provisional status have deficient academic records or when students fail to be admitted to candidacy in a timely manner.

Please Note: The Policy Manual for the M.S. Program in Psychology may be obtained from the department, and should be consulted for a more thorough and sometimes more current description of the program and its regulations.

### Typical Plan of Study

Course sequences vary somewhat among students depending on a number of factors. The following plan of study may be considered representative, but by no means universal, of a clinically focused student completing the program with 45 semester hours in five consecutive semesters. Many students develop plans of study with more than the minimum number of hours.

#### Year I

Fall		9
PSYC 6190 Professional and Ethical Foundations	3	
PSYC 6121 Research Methods I	3	
PSYC 6126 Psychological Assessment I	3	
Spring		9
PSYC 6127 Psychological Assessment II	3	
PSYC 6122 Research Methods II	3	
PSYC 6143 Behavior Pathology	3	
Summer		9
PSYC 6147 Seminar in Group Process	3	
PSYC 6140 Personality	3	
PSYC 6165 Learning Principles and Applications	3	

#### Year II

Fall		9
PSYC 6145 Therapeutic Interventions I	3	
PSYC 6130 Developmental Psychology	3	
PSYC 6960, 6970, 6980 Internship	3	
Spring		9
PSYC 6173 Social Psychology and Human Diversity	3	
PSYC 6182 Clinical and Addictive Psychopharmacology	3	
PSYC 6960, 6970, 6980 Internship	3	
Total Hours		45

# College of Education

## GRADUATE PROGRAMS

### OVERVIEW

The College of Education, in collaboration with the Pamplin College of Arts and Sciences, offers graduate programs leading to the Master of Education degree, the Master of Arts in Teaching degree, and the Education Specialist degree.

The Master of Education degree and the Education Specialist degree are designed to extend and enrich previous course work in education as well as previous clinical and field experience. These programs prepare individuals to become master teachers, exercise-science professionals, counselors, and administrators.

The Master of Arts in Teaching (MAT) degree is designed for those seeking initial certification at the Master's degree level. It has a dual function: to provide initial certification as well as the Master's degree. A student must pass all Georgia certification requirements before receiving this degree. Individuals who possess at least a baccalaureate degree and who do not hold a teaching certificate are eligible for this program. The baccalaureate degree must be in a field of specialization closely related to the certification area being sought.

### DEGREES AND PROGRAMS OF STUDY

The College of Education offers the Master of Education (M.Ed.), the Master of Arts in Teaching (M.A.T.), and the Education Specialist (Ed.S.) degree in these areas:

#### **Master of Arts in Teaching:**

Concentrations In:

Early Childhood Education  
Middle Grades Education  
Biology Education  
Chemistry Education  
History Education  
Physics Education  
Mathematics Education  
Music Education  
Science Education  
Foreign Language Education  
(French or Spanish)  
Special Education  
(General Curriculum Track)  
(Adapted Curriculum Track)

#### **Master of Education:**

Curriculum and Instruction  
-- General Education track  
-- Secondary English Education track  
-- Secondary Mathematics Education track  
-- Secondary History Education track  
Counselor Education:  
-- School Counseling track  
-- Community Counseling track  
Health & Physical Education:  
-- Health & Physical Education  
Educational Leadership  
Special Education  
-- General Curriculum Track  
-- Adapted Curriculum Track

#### **Education Specialist:**

Teaching and Learning  
- General Teaching/Learning  
- Mathematics Education  
- English Education  
Educational Leadership  
-- L-5 and L-6

### APPLICATION PROCESS

**Applications:** Applications are available

- On-line: [www.aug.edu/college\\_of\\_education/](http://www.aug.edu/college_of_education/)

#### **Items to be submitted are:**

- A completed application for admission to graduate study
- A transcript from each college or university from which a degree was received.
- A non-refundable fee of \$25 (check or money order payable to Augusta State University)
- Augusta State University Certificate of Immunization (required for all who have not previously attended Augusta State University)
- Master of Arts in Teaching applicants must submit passing scores on GACE Basic Skills Assessment (Reading Mathematics, Writing)
- \* Master of Arts in Teaching applicants must submit GACE Teaching Field Content scores in the certification area applied for
- Background Investigation Questionnaire and Release Form
- Release of Academic Information Form (MAT only)

Note: All transcripts must:

- include the date the degree was conferred
- Indicate a cumulative GPA, including all work attempted
- Be sent directly from the registrar of the degree-granting institution to the Coordinator of Graduate Admissions, College of Education, Augusta State University, 2500 Walton Way, Augusta, GA, 30904

- \* Applicants to the MAT in Special Education are not required to submit GACE Teaching Field Content scores as part of the application process.

## ADMISSIONS CRITERIA

### MAT

- Minimum 2.5 cumulative GPA at the Baccalaureate level
- Passing scores on GACE Basic Skills Assessment (may exempt with combined verbal and mathematics SAT score of 1000 or combined verbal and quantitative GRE score of 1030 or combined English and mathematics ACT score of 43)
- A record free of criminal and disciplinary problems
- GACE Content test scores supplied

### M.Ed. in Curriculum and Instruction

- Minimum 2.5 cumulative GPA at the Baccalaureate level
- Clear, renewable certification
- A record free of criminal and disciplinary problems

### M.Ed. in Health and Physical Education

- Minimum 2.5 cumulative GPA at the Baccalaureate level
- A record free of criminal and disciplinary problems

### M.Ed. in Special Education

- Minimum 2.5 cumulative GPA at the Baccalaureate level on all undergraduate work attempted in which letter grades were awarded.
- Test scores from the Graduate Record Examination (GRE) OR the Miller Analogies Test (MAT) with either test taken within 5 years of the date of application.

1) Each applicant must score a minimum of 400 Verbal and 400 Quantitative and 3.0 Analytical Writing on the GRE - OR - an undergraduate cumulative GPA of at least 3.0 may be substituted for EITHER the GRE verbal or quantitative score OR,

2) A Miller Analogies Test (MAT) minimum score of 390 AND a GRE Analytical Writing score of 3.0. Undergraduate cumulative GPA will not be considered as a substitute for the MAT exam.

- There may be additional requirements to continue in the program after initial admission. See an advisor in Special Education.
- Clear, renewable certification.
- A record free of criminal and disciplinary problems.

### M.Ed. in Counselor Education

- \* Minimum 2.5 cumulative GPA at the Baccalaureate level
- \* Passing scores on GACE Basic Skills Assessment School Counselor program only (may exempt with combined verbal and mathematics SAT score of 1000 **or** combined verbal and quantitative GRE score of 1030 **or** combined English and mathematics ACT score of 43)
- Minimum score of 800 on the Graduate Record Examination (minimum 400 on Verbal portion) **or** minimum score of 388 (old format 35) on the Miller Analogies Test. Tests must have been taken within the past five years.
- Three satisfactory letters of recommendation
- An autobiographical essay
- Successful personal interview
- A clear or expunged criminal background record
- \* Counselor Education applicants may be admitted for one semester on the basis of the GPA and the GACE Basic Skills Assessment scores. All other requirements must be satisfactorily fulfilled within the first semester of coursework in order to continue in the program.

### M.Ed. in Educational Leadership

- Minimum 2.5 cumulative GPA at the Baccalaureate level (Baccalaureate need not be in education) calculated on all undergraduate work attempted in which letter grades were awarded.
- Test scores from the Graduate Record Examination (GRE) OR the Miller Analogies Test (MAT) with either test taken within 5 years of the date of application.

1) Each applicant must score a minimum of 400 Verbal and 400 quantitative and 3.0 Analytical Writing on the GRE - OR - an undergraduate cumulative GPA of at least 3.0 may be substituted for EITHER the GRE verbal or quantitative score OR,

2) A Miller Analogies Test (MAT) minimum score of 390 AND a GRE Analytical Writing score of 3.0. Undergraduate cumulative GPA will not be considered as a substitute for the MAT exam.

- There may be additional requirements to continue in the program after initial admission. See an advisor in Educational Leadership.
- A record free of criminal and disciplinary problems.

#### Ed.S. in Educational Leadership

- Minimum 3.0 GPA at the Master's level (Masters need not be in education) calculated on all graduate work attempted in which letter grades were awarded.
- Test scores from the Graduate Record Examination (GRE) OR the Miller Analogies Test (MAT), with either test taken within 5 years of the date of application.

1) Each applicant must score a minimum of 450 Verbal and 450 quantitative and 3.5 Analytical Writing on the GRE - OR - an undergraduate cumulative GPA of at least 3.5 may be substituted for EITHER the GRE verbal or quantitative score OR,

2) A Miller Analogies Test (MAT) minimum score of 400 AND a GRE Analytical Writing score of 3.5. Graduate cumulative GPA will not be considered as a substitute for the MAT exam.

- There may be additional requirements to continue in the program after initial admission. See an advisor in Educational Leadership.
- A record free of criminal and disciplinary problems.

#### Ed.S. in Teaching and Learning

- Minimum 3.0 GPA at the Master's level
- Clear, renewable level 5 certificate
- A record free of criminal and disciplinary problems
- Minimum 2.5 GPA at the Baccalaureate level

**All questions concerning either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) should be directed to the testing service.**

**GRE-ETS  
PO Box 6000  
Princeton, NJ 08541-0600  
1-609-771-7670 or  
1-866-473-4373 (toll free)  
www.ets.org**

**Pearson Education, Inc.  
19500 Bulverde Road  
San Antonio, TX 78259  
1-800-211-8378 (toll free)  
www.milleranalogies.com**

## **APPLICATION DEADLINE**

Completed applications and ALL supporting materials must be received on or before the following deadlines. If all supporting materials are not received by the application deadline, the application will be processed for the next semester after all materials are received.

**December 2** for spring semester acceptance

**April 2** for summer semester acceptance

**July 2** for fall semester acceptance

Admission is for a specific semester and a specific program. If a student wishes to make changes in either the program of study or the semester of admission, a written request must be made to the coordinator of Graduate Admissions, College of Education. All admissions criteria for the new program must be met. A fee of \$25.00 will apply to all changes requested.

#### Financial Aid:

Information concerning scholarships, grants, loans, etc. may be found at the Financial Aid Office at [www.aug.edu/financial\\_aid](http://www.aug.edu/financial_aid). It is strongly recommended that applicants take note of financial aid application deadlines, since these are usually earlier than application deadlines.

## **RETENTION AND EXIT FROM THE MASTERS DEGREE PROGRAMS:**

#### **Transfer Hours:**

A maximum of 9 semester hours of graduate work from an accredited institution may be transferred into a graduate program at Augusta State University. At the time of admission, the student must discuss the transfer hours with the advisor(s) and file

a formal request with the chair of the department of the discipline of the course(s) being considered for transfer hours to be included in the program of study.

### **Academic Standing:**

**First 9 Credit Hours:** A student **MUST** earn a minimum of six hours of B and three hours of A during the first nine hours of work in which a grade is recorded. Failure to do so will result in dismissal.

**Good Standing:** After satisfactorily completing the first nine hours a student must maintain a grade point average of at least 3.0 throughout the remainder of their graduate program. Only a grade of C or better will be counted as successful completion of a course for the graduate program. A grade of D or less will be counted in the cumulative GPA but must be repeated.

**Probation:** A student who fails to maintain the required average will be placed on academic probation. In order to remain in the graduate program, the student must reestablish the grade point average of 3.0 during the next semester of enrollment.

**Suspension:** A student on probation who is unable to remediate the grade point average after one semester will be placed on academic suspension for a period of one semester.

**Reinstatement:** A student may be reinstated after one semester of academic suspension. The student must meet with the advisor(s), prepare a formal plan to address the academic problems, and submit a letter of appeal for readmission to the graduate program to the department chair of the appropriate program.

**Dismissal from the Graduate Program:** If a student is suspended for the second time, the student will be dismissed from the graduate program. A student who has been dismissed may petition for readmission to the graduate program after one calendar year from the date of dismissal. A new application for the graduate program must be accompanied by a letter of appeal for admission.



## **RETENTION AND EXIT FROM THE EDUCATION SPECIALIST PROGRAM:**

### **Academic Standing:**

**First 9 Credit Hours:** A student MUST earn a minimum of six hours of A and three hours of B during the first nine hours of work in which a grade is recorded. Failure to do so will result in dismissal.

**Good Standing:** After satisfactorily completing the first nine hours a student must maintain a grade point average of at least 3.25 throughout the remainder of their graduate program. Only a grade of C or better will be counted as successful completion of a course for the graduate program. A grade of D or less will be counted in the cumulative GPA but must be repeated.

**Probation:** A student who fails to maintain the required average will be placed on “academic probation.” In order to remain in the graduate program the student must reestablish the grade point average of 3.25 during the next semester of enrollment.

**Suspension:** A student who is unable to remediate the grade point average after one semester will be placed on “academic suspension” for a period of one semester.

**Reinstatement:** A student may be reinstated after one semester of academic suspension. The student must meet with the advisor(s), prepare a formal plan to address the academic problems, and submit a letter of appeal for readmission to the graduate program to the department chair of the appropriate program.

**Dismissal from the Graduate Program:** If a student is suspended for the second time, the student will be dismissed from the graduate program. A student who has been dismissed may petition for readmission to the graduate program after one calendar year from the date of dismissal. A new application for the graduate program must be accompanied by a letter of appeal for admission.

### **TIME LIMITS FOR DEGREE COMPLETION**

All requirements for the Master of Arts in Teaching degree, Master of Education and Education Specialist degree must be completed within seven years of the first semester of enrollment.

### **GRADUATE APPEALS**

A student who is denied admission to, retention in, and/or exit from a graduate program has the right to appeal. Appeals are to be filed in writing with the Dean of the College of Education.

A student also has the rights afforded by the Student Academic Appeals procedures and by the Student Academic Grievances procedures as specified in the Augusta State University Catalog.

### **COOPERATIVE PROGRAMS WITH GEORGIA SOUTHERN UNIVERSITY**

Through a cooperative program with Georgia Southern University (GSU), the Doctor of Education Degree in Educational Leadership is available on the ASU campus. Students must apply directly to, and meet all admission requirements of, Georgia Southern University. Inquiries should be directed to:

Georgia Southern College of Education  
[Coe.georgiasouthern.edu/coeoffcampus.html](http://Coe.georgiasouthern.edu/coeoffcampus.html)

# MASTER OF EDUCATION PROGRAMS

## Counselor Education

The Counselor Education Master's Degree graduate program at Augusta State University prepares students for professional careers as either school guidance counselors or counselors in community mental health or private practice settings. Early in the program students are assisted, as needed, in determining which specialty area will most adequately match with their career goals. Most courses require outside field experiences, coordinated by the faculty, to help students gain a sense of both professions early in their professional training. Both the School Counseling and Community Counseling concentration areas are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Although our student body is already quite diverse, we are committed to increasing the numbers of minority students in our program to be more representative of the surrounding community.

The Counselor Education program is designed to meet the needs of both traditional and non-traditional students. The majority of courses are offered during evening hours to accommodate those persons who may already be working as school teachers or in other professional career areas. It is not required, however, that applicants have a teaching certificate or work experience for acceptance into the program, (although those with at least some work experience will be considered more highly). Both the School Counseling and the Community Counseling concentration areas also require intensive practicum and internship experiences near the end of the course of study. For future school counselors, the practicum and internship placements are completed in school settings at the elementary or secondary levels. For those specializing in community counseling, internships are held at local hospitals, mental health centers, and other community agencies.

All of the full-time Counselor Education faculty hold doctoral degrees and have professional experience in their particular subject areas. Several hold professional licensure (LPC) and certifications from the National Board of Certified Counselors. They are also actively involved in the counseling profession, many holding membership and/or offices in the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), Georgia School Counselor Association (GSCA), Licensed Professional Counselors of Georgia (LPCG), and other state organizations. Faculty members frequently present at regional and national conferences, quite often in collaboration with counseling students, reporting on descriptive or experimental research which has been conducted during the program courses.

### **Admissions Procedures and Requirements**

The Counselor Education Program faculty seeks to admit only those individuals who are personally and academically prepared to complete the Master's degree in community or school counseling successfully. Diversity is a foundational concept of this program. As such, faculty are committed to admitting students who demonstrate an awareness of self and others regardless of race, religion, ethnicity, age, physical ability, sexual orientation, gender, or other forms of diversity.

Admission to the program is competitive and based on several criteria. There are two tiers, or levels of acceptance, to the process. Applicants are strongly encouraged to complete both tiers in one semester.

#### **Tier 1: Admission to the College of Education**

The first tier is to gain acceptance into the College of Education Master of Education (MEd) Graduate Program by submitting the graduate program application to the office of the Dean of the College of Education and completing admissions requirements, which include a criminal background check, submission of all undergraduate and graduate transcripts, and other necessary materials. For those desiring to be school counselors, a passing score on the GACE Basic Skills Tests also is required. Applicants may obtain an application packet and more detailed admissions criteria from the Dean's office in the College of Education or refer to the website for forms and information.

The completed packet should be submitted to the College of Education Dean's office. The office of the Dean of the College of Education sends each applicant a formal letter of acceptance or denial. Letters of acceptance will provide information on the student's advisor/mentor, the process for development of the Program of Study, and time and date of the required attendance at the New Student Orientation.

Once a letter of acceptance into the College of Education MEd Program is received, applicants may take up to three courses in the counseling program, during which time they must complete the second tier of admission requirements. Applicants who choose to take courses before completing the Tier 2 requirements should keep in mind that there is no guarantee that they will be permitted to continue in the program, since continuation depends on the extent to which Tier 2 requirements are met. Applicants should notify the Dean's office if they wish to postpone the start of their academic program.

#### **Tier 2: Additional Requirements of the Counselor Education Program**

The second tier of the admissions process is to gain acceptance into the Counselor Education Program. This requires submission of additional documents including the Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) scores, three letters of recommendation, an autobiographical essay, and successful completion of an interview. When all requirements are met satisfactorily, applicants will have completed the second level and will be accepted into the Counselor Education Program.



Tier 2 application files are reviewed three times a year:

Fall semester admission: May 15  
Spring semester admission: October 15  
Summer semester admission: March 15

Shortly after these dates, complete files will be reviewed by program faculty. Based on the quality of the Tier 2 admissions packet, program faculty determine which applicants will be invited to the personal interview – the final step in the admissions process. Upon completion of the personal interview, program faculty will determine which applicants are accepted into the Counselor Education Program. All applicants will be informed of their admission status.

Applicants who do not meet the minimal test score or GPA requirements outlined above, but who demonstrate exceptional talent or skill in other areas, such as technology, work, or volunteer experience, or who supply outstanding letters of recommendation, may still be considered for admission and are encouraged to apply.

The following is a detailed description of requirements for Tier 2 admissions process.

A. GRE or MAT Scores:

Graduate Record Exam (GRE):

Regular admission: minimum of 800 on the test overall, with a score of at least 400 on the Verbal subtest

Miller's Analogy Test (MAT):

Regular admission: minimum of 388 (old format 35)

B. Three Letters of Recommendation: Recommendations, one of which must be from the most recent employer, should outline the applicant's character and potential as a counselor, the ability to form and maintain positive interpersonal relationships, and the ability to complete a graduate degree program.

C. Personal Autobiographical Essay: Applicants will write an autobiographical essay in which they discuss their reasons for wanting to become a counselor, what attributes they may possess which would contribute to their effectiveness as a counselor, what personal characteristics they possess that might hinder their relationships with clients, and how they are planning to address those issues. The essay must be double-spaced and three to four pages in length.

D. Personal Interview: A personal interview with the Admissions Committee is required. The Admissions Committee is composed of counseling faculty. The personal interview is designed to assess applicants' potential for forming effective interpersonal relationships in individual and group contexts, their openness to self-examination and to personal and professional growth, their potential to work effectively with diverse populations, their receptiveness to supervision, the degree to which the Program's objectives and mission are consistent with the vocational and professional goals of applicants, and the degree to which the Program faculty can meet the applicants' needs and interests.

Students are evaluated by the faculty with a rubric which considers all of the above criteria. Students who gain admission are those who, based on the information given and the course of the interview, best match the characteristics described in the above paragraph and on the number of available openings for the upcoming semester.

Applicants should submit all Tier 1 and Tier 2 application materials to the College of Education Dean's office. Please note that applicants who complete Tier 1 requirements and take courses for one semester, but do not complete the Tier 2 requirements during that same semester, may not register for another semester of classes until the Tier 2 requirements have been met.

## **Degree Requirements**

### **School Counseling Concentration**

- 48 semester hours of academic work (39 hours must be completed at ASU)
- 3 semester hours credit in Exceptional Children
- 3 semester hours credit in Educational Technology
- 2 semesters of intensive internship in a school setting
- Completion of a professional portfolio during the capstone course
- Successful completion of the GACE examination will yield school certification in the state of Georgia. (For candidates without a Bachelor's degree in Education, the GACE School Counseling (Tests I and II) must also be taken.) The student applies to the ASU Certification Officer for certification after completion of all requirements for the degree.

Upon successful completion of the program, students will meet all the requirements for certification as a school guidance counselor in the state of Georgia.

### Community Counseling Concentration

- 48 semester hours of academic work (39 hours must be completed at ASU)
- 2 semesters of intensive internship in a community setting
- Completion of a professional portfolio during the capstone course

Upon successful completion of the program, students will meet all the requirements for the Licensed Professional Counselor (LPC) credential, except for the two years of supervised post-graduate work experience.

Students are expected to maintain an overall GPA of at least 3.0 across all courses attempted in the M.Ed. program. Students showing deficiencies in either academic or interpersonal relationships may be placed on probation and/or remediation. Any course in which a student earns a grade of D or F will need to be retaken. Consult the Counselor Education Program Student Handbook (Department of Educational Leadership, Counseling, and Special Education website) for more specific and updated information. Also, consult the College of Education Admission Requirements portion of this catalog for information on transfer hours, retention and exit from programs, time limits for completion of degree, graduate appeals and financial aid.

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## COUNSELOR EDUCATION

### Master of Education with a Major in Counselor Education – School Counseling Concentration

#### Program of Study

<b>Core Courses</b>		27
COUN 6620 Human Development for Counselors	3	
COUN 6630 Professional Orientation and Ethics	3	
COUN 6660 Communication Skills in Counseling	3	
COUN 6680 Theories and Techniques of Counseling	3	
COUN 6720 Career Development Theories and Practice	3	
COUN 6760 Diversity Sensitivity in Counseling	3	
COUN 6770 Crisis Intervention Counseling	3	
PSYC 6147 Seminar in Group Process	3	
COUN 6880 Counseling Practicum	3	
<b>Foundation Courses</b>		6
EDUC 6021 Introduction to Research Design	3	
EDUC 6040 Tests and Measurement for Educational Leaders	3	
<b>School Counseling Specialized Courses</b>		15
COUN 6780/7780 School Counseling		3
COUN 6820 Administration and Consultation for School Counselors	3	
COUN 6860/7860 Counseling Children and Adolescents	3	
COUN 6900 Counseling Internship I (School Counseling section)	3	
COUN 6920 Counseling Internship II (Capstone) (School Counseling section)	3	
<b>Total hours for the degree</b>		48

## COUNSELOR EDUCATION

### Master of Education with a Major in Counselor Education – Community Counseling Concentration

#### Program of Study

<b>Core Courses</b>	30
COUN 6620 Human Development for Counselors	3
COUN 6630 Professional Orientation and Ethics	3
COUN 6660 Communication Skills in Counseling	3
COUN 6680 Theories and Techniques of Counseling	3
COUN 6720 Career Development Theories and Practice	3
COUN 6760 Diversity Sensitivity in Counseling	3
COUN 6770 Crisis Intervention Counseling	3
PSYC 6125 Tests and Measurement	3
PSYC 6147 Seminar in Group Process	3
COUN 6880 Counseling Practicum	3
<b>Foundation Courses</b>	3
EDUC 6021 Introduction to Research Design	3
<b>Community Counseling Specialized Courses</b>	15
COUN 6700/7700 Marriage and Family Counseling	3
COUN 6800/7800 Assessment, Diagnosis, and Intervention	3
COUN 6790/7790 Community Counseling	3
COUN 6900 Counseling Internship I (Community section)	3
COUN 6920 Counseling Internship II (Capstone) (Comm. section)	3
<b>Total hours for the degree</b>	<b>48</b>

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## CURRICULUM AND INSTRUCTION

### Master of Education Curriculum and Instruction - General Track

Core	18
EDTD 6491 Classroom Management Techniques and Strategies	3
EDTD ____ Course in Content Pedagogy (Area of content teaching)	3
EDTD 6432 Multicultural Education	3
EDTD 6012 Qualitative Research in Education OR EDTD 6021 Introduction to Educational Research	3
An Assessment Course: _____	3
EDTD 6410 Teaching for Understanding in Action	3
Concentration	18
Concentration courses may come from Arts and Sciences or the College of Education	
Total Hours for the Degree	36

Successful Completion of Master's Portfolio Required.

\*All students in Teacher Education Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.

## CURRICULUM AND INSTRUCTION

### Master of Education Curriculum and Instruction - Secondary English Track

Core	18
EDTD 6491 Classroom Management Techniques and Strategies	3
EDTD 6432 Multicultural Education	3
EDTD 6012 Qualitative Research in Education OR EDTD 6021 Introduction to Educational Research An Assessment Course:	3
_____	3
A Pedagogy Course: _____	3
EDTD 6410 Teaching for Understanding in Action	3
Concentration	18
ENGL 6620 English Linguistics	3
ENGL 6625 Contemporary English Grammar and Usage	3
ENGL 6800 Issues in Literary Criticism	3
Select two courses in literature _____	3
_____	3
Select one 7000 level research course in English _____	3
Total Hours for the Degree	36

Successful Completion of Master's Portfolio Required.

\*All students in Teacher Education Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.

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## CURRICULUM AND INSTRUCTION

### Master of Education Curriculum and Instruction - Secondary History Track

Core	18
EDTD 6491 Classroom Management Techniques and Strategies	3
EDTD 6432 Multicultural Education	3
EDTD 6012 Qualitative Research in Education OR EDTD 6021 Introduction to Educational Research An Assessment Course:	3
_____	3
A Pedagogy Course: _____	3
EDTD 6410 Teaching for Understanding in Action	3
Concentration	18
Content Courses in History	
Total Hours for the Degree	36

Successful Completion of Master's Portfolio Required.

\*All students in Teacher Education Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.

# CURRICULUM AND INSTRUCTION

## Master of Education Curriculum and Instruction - Secondary Mathematics Track

Core	18
EDTD 6491 Classroom Management Techniques and Strategies	3
EDTD 6432 Multicultural Education	3
EDTD 6012 Qualitative Research in Education OR EDTD 6021 Introduction to Educational Research An Assessment Course:	3
_____	3
A Pedagogy Course: _____	3
EDTD 6410 Teaching for Understanding in Action	3
Concentration	18
Select AT LEAST ONE course from each area below with approval of a mathematics department advisor:	
Foundational Mathematics	
MATH 6080 Foundations of Geometry	3
MATH 6410 History of Mathematics	3
MATH 6520 General Topology	3
Analytical Mathematics	
MATH 6011 Real Analysis I	3
MATH 6012 Real Analysis II	3
MATH 6250 Mathematical Statistics	3
MATH 6350 Numerical Analysis	3
MATH 6510 Complex Analysis	3
Discrete Mathematics	
MATH 6211 Abstract Algebra I	3
MATH 6212 Abstract Algebra II	3
MATH 6320 Advanced Number Theory	3
MATH 6420 Introduction to the Theory of Graphs	3
Mathematics Curriculum and Instruction	
MATH 6360 Mathematics Curriculum	3
MATH 6460 Strategies for Teaching Mathematics	3
MATH 6800 Secondary Mathematics from an Advanced Perspective	3
Total Hours for the Degree	36
Successful Completion of Master's Portfolio Required.	

\*All students in Teacher Education Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.

## EDUCATIONAL LEADERSHIP

### Master of Education with a Major in Educational Leadership

#### Courses in the M.Ed. program

EDLR 6205 Capstone Course M.Ed.	3
EDLR 6400 Fundamentals of School Leadership	3
EDLR 6410 Educational Personnel Administration	3
EDLR 6420 Educational Business Administration	3
EDLR 6430 School Law	3
EDLR 6500 Curriculum Development for Educational Leaders	3
EDLR 6550 Instructional Supervision for Educational Leadership	3
EDLR 6610 The Principalship	3
EDLR 6620 Human Relations for Education Leaders	3
EDLR 6630 Administration of Literacy Programs	3
EDLR 6900 Practicum in Educational Leadership I	1
EDLR 6901 Practicum in Educational Leadership II	1
EDLR 6902 Practicum in Educational Leadership III	1
EDLR 6021 Educational Research	3

Total Hours for the Degree 36

All students must be advised prior to registering for any course in Educational Leadership.

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## HEALTH AND PHYSICAL EDUCATION

### Master of Education with a Major in Health and Physical Education

Required Courses:	21
EDUC 6021 Introduction to Educational Research	3
KNHS 6311 Advanced Behavioral Fitness	3
KNHS 6333 Program Design and Development	3
KNHS 6334 Methods of Presentation in Kinesiology and Health Science	3
KNHS 6339 Trends and Issues in Kinesiology and Health Science	3
KNHS 6411 Motor Learning	3
KNHS 6413 Advanced Measurement and Evaluation	3
Electives: Choose five courses from the following:	15
KNHS 6312 Cardiovascular Response to Exercise	3
KNHS 6313 Principles of Strength and Conditioning	3
KNHS 6331 Organization and Administration of Physical Education and Athletics	3
KNHS 6335 Health Policy and Administration	3
KNHS 6337 National and International Health	3
KNHS 6400 Internship in Kinesiology and Health Sci.	3
KNHS 6412 Motor Development	3
KNHS 6441 Epidemiology/Biostatistics	3
KNHS 6442 Applied Research Project	3
KNHS 6950 Selected Topics	3

Total Hours for the Degree 36

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## SPECIAL EDUCATION

### Master of Education in Special Education

The M.Ed. in Special Education, with concentrations in General Curriculum (mild disabilities) and Adapted Curriculum (severe disabilities), is offered to persons with Bachelors degrees in all areas of education. Persons with degrees in education and current teacher certification in Georgia do not need pre-requisite courses. Application for admission is made directly to the Office of Graduate Admissions in the College of Education.

Persons with Bachelors degrees in areas other than education must do the following prior to admission to the graduate program:

Meet with an Advisor, as assigned by the program

All special education courses contain a 20- to 30-hour lab component (in addition to classroom time) that provides the student with a public school experience during the semester. The required lab time should be considered when planning the course schedule. Depending upon the course requirements and with permission of the instructor, students who are employed as teachers or paraprofessionals in special education classrooms may be able to complete some of their lab hours in their school. **Prior to the first field experience, students who are not employed by a school district must satisfactorily pass a criminal background check (conducted by ASU).** All field placements must be approved by the instructor prior to the student's first visit to the school.

All special education courses are "by permission only." Students must be advised by a member of the special education graduate faculty each semester and given permission to register.

Students who do not have a Bachelors degree in an educational field are eligible for the Master of Arts in Teaching program explained later in this catalog.

#### SPECIAL EDUCATION, GENERAL CURRICULUM

Professional Core Courses		9
EDUC 6140 Advanced Educational Psychology	3	
EDUC 6021 Introduction to Educational Research	3	
SPED 6205 Capstone in Special Education	3	
Special Education Core		15
SPED 6001 Policies and Procedures in Special Education	3	
SPED 6003 Classroom Management and Applied Behavior Analysis	3	
SPED 6004 Facilitating Inclusive Instruction	3	
SPED 6006 Educational Assessment in Special Education	3	
SPED 6011 Language Development and Communication Disorders	3	
Specialized Core		12
SPED 6009 Characteristics of Students with Mild Disabilities	3	
SPED 6010 Methods of Teaching Students with Mild Disabilities	3	
EDTD 6011 Instructional Technology Applications	3	
SPED 6013 Internship in Special Education	3	
Total Hours for the Degree		36

## **SPECIAL EDUCATION, ADAPTED CURRICULUM**

<b>Professional Core Courses</b>		<b>9</b>
EDUC 6140 Advanced Educational Psychology	3	
EDUC 6021 Introduction to Educational Research	3	
SPED 6205 Capstone in Special Education	3	
<b>Special Education Core</b>		<b>15</b>
SPED 6001 Policies and Procedures in Special Education	3	
SPED 6003 Classroom Management and Applied Behavior Analysis	3	
SPED 6004 Facilitating Inclusive Instruction	3	
SPED 6006 Educational Assessment in Special Education	3	
SPED 6011 Language Development and Communication Disorders	3	
<b>Specialized Core</b>		<b>12</b>
SPED 6014 Characteristics of Students with Severe Disabilities	3	
SPED 6015 Methods/Materials for Students with Severe Disabilities	3	
EDTD 6011 Instructional Technology Applications	3	
SPED 6013 Internship in Special Education	3	
<b>Total Hours for the Degree</b>		<b>36</b>

Students are expected to maintain an overall GPA of at least 3.0 across all courses attempted in the M.Ed. program. Students showing deficiencies in either academics or performance in field experiences may be placed on probation and/or remediation. Any course in which a student earns a grade of D or F will need to be retaken. A graduate research project and portfolio are required for graduation and are components of the Capstone course (SPED 6205). In addition to meeting all requirements for graduation, the GACE II is required for certification.

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## **MASTER OF ARTS IN TEACHING PROGRAMS**

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### **EARLY CHILDHOOD EDUCATION**

#### **Master of Arts in Teaching in Early Childhood Education**

#### **Certification Requirements:**

SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3	
EDTD 3011 / MUSI 3011 Educational Technology (or test out option)	3	
ECED 4381 Creative Arts	3	
ISCI 2001 Life/Earth Sciences for Elementary Education (for students admitted after summer 2007)	3	
ISCI 2002 Physical Science (for students admitted after summer 2007)	3	
GACE Basic Skills exam and GACE Content Exam		
<b>Program Area</b>		
EDTD 6364 Integrated Curriculum Models of Teaching	3	
EDTD 6120 Basic Instruction in Language Arts	3	
EDTD 6222 Current Best Practice in Literacy	3	
EDTD 6221 Best Practices in Language Arts	3	
EDTD 6228 Using Children's Literature in the Classroom	3	
EDTD 6232 Science and Social Studies Pedagogy	3	
EDTD 6491 Classroom Management Techniques and Strategies	3	
MATH 6241 Understanding Numbers and Operations	3	
MATH 6260 Understanding Data Analysis and Probability	3	
MATH 6242 Understanding Geometry	3	
MATH 6243 Understanding Algebra	3	
EDTD 6910 Education Practicum	3	
<b>Total Hours for the Degree</b>		<b>36</b>



## HEALTH AND PHYSICAL EDUCATION

### Master of Arts in Teaching in Health and Physical Education

#### Certification Requirements:

SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
EDTD 3011 / MUSI 3011 Educational Technology (or test out option)	

Completion of State Certification Exam

State Certification Exam scores will be used to determine content needs. If the State Certification Exam is passed, content is deemed to be satisfactory. Areas of content weakness will be addressed as prerequisites.

#### Program Area

EDTD 6364 Integrated Curriculum Models of Teaching	3
EDTD 6432 Multicultural Education	3
KNHS 6311 Advanced Behavioral Fitness	3
KNHS 6312 Cardio Response	3
KNHS 6411 Motor Learning	3
KNHS 6413 Advanced Measurement and Evaluation	3
KNHS 6430 Advanced Health and Wellness	3
KNHS 6333 Program Design and Development	3
KNHS 6334 Methods of Presentation in Kinesiology and Health Science	3
Electives _____	6
EDTD 6910 Practicum	3

Total Hours for the Degree 36

Electives may be any graduate courses on campus.  
Successful Completion of Masters Portfolio Required.

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## MIDDLE GRADES EDUCATION

### Master of Arts in Teaching in Middle Grades Education

#### Certification Requirements:

SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
EDTD 3011 / MUSI 3011 Educational Technology (or test out option)	

Completion of State Certification Exam

State Certification Exam scores will be used to determine content needs. If the State Certification Exam is passed, content is deemed to be satisfactory. Areas of content weakness will be addressed as prerequisites.

#### Program Area

EDTD 6364 Integrated Curriculum Models of Teaching	3
EDTD 6120 Basic Instruction in Language Arts	3
EDTD 6222 Current Best Practice in Literacy	3
EDTD 6221 Best Practices in Language Arts	3
EDTD 6491 Classroom Management Techniques and Strategies	3
EDTD 6432 Multicultural Education An Assessment Course	3
EDTD _____	3
A Foundation Course EDUC _____	3
Content Pedagogy	

EDTD _____	3
Content Pedagogy	
EDTD _____	3
Elective _____	3
EDTD 6910 Education Practicum	3
<b>Total Hours for the Degree</b>	<b>36</b>

## SECONDARY EDUCATION

### Master of Arts in Teaching in Secondary Education

#### Certification Requirements:

SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
EDTD 3011 / MUSI 3011 Educational Technology (or test out option)	

Completion of State Certification Exam

State Certification Exam scores will be used to determine content needs. If the State Certification Exam is passed, content is deemed to be satisfactory. Areas of content weakness will be addressed as prerequisites.

#### Program Area

EDTD 6364 Integrated Curriculum Models of Teaching	3
EDTD 6491 Management	3
EDTD 6432 Multicultural Education	3
A Reading Course	
EDTD _____	3
An Assessment Course	
EDTD _____	3
A Foundation Course	
EDUC _____	3
Content Pedagogy	
EDTD _____	3
Electives _____	12
EDTD 6910 Practicum	3
<b>Total Hours for the Degree</b>	<b>36</b>

## SPECIAL EDUCATION, GENERAL CURRICULUM

### Master of Arts in Teaching in Special Education

#### Certification Requirements:

SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
EDTD 6001 Educational Technology (or test out option)	3
GACE Basic Skills exam and GACE Content Exam	

#### Professional Core Courses

	9
EDUC 6140 Advanced Educational Psychology	3
EDUC 6021 Introduction to Educational Research	3
SPED 6205 Capstone in Special Education	3

#### Special Education Core

	15
SPED 6001 Policies and Procedures in Special Education	3
SPED 6003 Classroom Management and Applied Behavior Analysis	3
SPED 6004 Facilitating Inclusive Instruction	3
SPED 6006 Educational Assessment in Special Education	3
SPED 6011 Language Development and Communication Disorders	3

Specialized Core	12
SPED 6009 Characteristics of Students with Mild Disabilities	
SPED 6010 Methods of Teaching Students with Mild Disabilities	3
EDTD 6011 Instructional Technology Applications	3
SPED 6013 Internship in Special Education	3

Total hours for Degree 36

Successful Completion of Master's Portfolio Required

## SPECIAL EDUCATION, ADAPTED CURRICULUM

### Master of Arts in Teaching in Special Education

#### Certification Requirements:

SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
EDTD 6001 Educational Technology (or test out option)	3
GACE Basic Skills exam and GACE Content Exam	

Professional Core Courses 9

EDUC 6140 Advanced Educational Psychology	3
EDUC 6021 Introduction to Educational Research	3
SPED 6205 Capstone in Special Education	3

Special Education Core 15

SPED 6001 Policies and Procedures in Special Education	3
SPED 6003 Classroom Management and Applied Behavior Analysis	3
SPED 6004 Facilitating Inclusive Instruction	3
SPED 6006 Educational Assessment in Special Education	3
SPED 6011 Language Development and Communication Disorders	3

Specialized Core 12

SPED 6014 Characteristics of Students with Severe Disabilities	3
SPED 6015 Methods/Materials for Students with Severe Disabilities	3
EDTD 6011 Instructional Technology Applications	3
SPED 6013 Internship in Special Education	3

Total hours for Degree 36

Successful Completion of Master's Portfolio Required

## MUSIC EDUCATION

### Master of Arts in Teaching: Initial Certification Track, Music Concentration

#### Prerequisites:

SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
EDTD 3011 / MUSI 3011 Educational Technology (or test out option)	3
GACE Basic Skills exam and GACE Content Exam	

GACE Content exam scores will be used to determine content needs. If the GACE Content exam is passed, content is deemed to be satisfactory. Areas of content weakness will be addressed as prerequisites as determined by the appropriate Pamplin College of Arts and Sciences department(s).

#### Program Area

EDTD 6364 Integrated Curriculum Models of Teaching	3
EDTD 6491 Classroom Management Techniques and Strategies	3
EDTD 6432 Multicultural Education	3
EDTD 6224 Writing Across the Curriculum	3
EDTD 6225 Reading Across the Curriculum	3
An Assessment Course: EDTD_____	3
A Foundation Course: MUSI 6413	3
MUSI 6410	2
MUSI 6411 or MUSI 6412	2
Music Elective	1
Music Elective	1
Elective	3
Elective	3
EDTD 6910 Education Practicum	3

Total Hours for the Degree 36

Electives may be any graduate courses on campus with the approval of the academic advisor.

Successful Completion of Masters Portfolio Required.

Prerequisites:

SPED 4002 Instructional Strategies for Teaching Students with Disabilities in General Education Settings	3
EDTD 3011 / MUSI 3011 Educational Technology (or test out option)	3
GACE Basic Skills exam and GACE Content Exam	

GACE Content exam scores will be used to determine content needs. If the GACE Content exam is passed, content is deemed to be satisfactory. Areas of content weakness will be addressed as prerequisites as determined by the appropriate Pamplin College of Arts and Sciences department(s).

Program Area	
EDTD 6364 Integrated Curriculum Models of Teaching	3
EDTD 6491 Classroom Management Techniques and Strategies	3
EDTD 6432 Multicultural Education	3
EDTD 6224 Writing Across the Curriculum	3
EDTD 6225 Reading Across the Curriculum	3
An Assessment Course:	
EDTD _____	3
A Foundation Course:	
MUSI 6413	3
FREN/SPAN 6801	3
FREN/SPAN 6802	3
Elective	3
Elective	3
EDTD 6910 Education Practicum	3

Total Hours for the Degree 36

Electives may be any graduate courses on campus with the approval of the academic advisor.

Successful Completion of Masters Portfolio Required.



**COUNSELOR EDUCATION**

**Education Specialist  
in Counselor Education**

Foundation Core		6
EDUC 7021 Conducting Educational Research	3	
EDUC 7004 Philosophy of Education		
OR EDUC 7005 History of American Education		
OR EDUC 7006 Comparative Education	3	
Counseling Core		21
COUN 7910 Professional Identity and Development in Counseling	3	
COUN 7930 Advanced Multicultural Awareness for Counselors and Educators	3	
COUN 7940 Advanced Counseling Theory	3	
COUN 7960 Counseling Supervision	3	
SPED 7024 Technical and Professional Writing	3	
COUN 7965 Advanced Practicum in Counseling Supervision I	1	
COUN 7966 Advanced Practicum in Counseling Supervision II	1	
COUN 7967 Advanced Practicum in Counseling Supervision III	1	
COUN 7970 Advanced Seminar in Group Counseling OR COUN 7990 Professional and Community Collaboration for Counselors and Educators	3	
Electives		3
COUN 6800 / 7800 Assessment, Diagnosis and Intervention		
OR COUN 6860 / 7860 Counseling Children and Adolescents		
OR COUN 6780 / 7780 School Counseling		
OR COUN 6700 / 7700 Marriage and Family Counseling		
OR COUN 6790 / 7790 Community Counseling		
OR COUN 6950 / 7950 Problems and Issues in the Practice of Counseling	3	
Total Hours for the Degree		30

## EARLY CHILDHOOD EDUCATION

### Education Specialist in Teaching and Learning -- General Track

Leadership Core	9
EDUC 7001 Education Specialist Seminar I	3
EDUC 7002 Education Specialist Seminar II	3
EDUC 7003 Education Specialist Seminar III	3
Content Concentration	12
EDTD 7160 Curriculum Design and Program Assessment	3
EDTD 7162 Advanced Topics in English Education	3
EDTD 7163 Advanced Topics in Social Sciences Education	3
EDTD 7164 Advanced Topics in Science Education	3
EDTD 7165 Advanced Topics in Mathematics Education	3
EDTD 7210 Issues and Trends in Middle Level Educ.	3
EDTD 7221 Authentic Literacy Assessment	3
EDTD 7222 Engaging Students in Literacy	3
EDUC 7021 Conducting Educational Research	3
EDTD 7909 Thesis I	3
EDTD 7910 Thesis II	3
EDTD 6000 Level Courses with Advisor Approval	
Electives - Selected with Graduate Advisor	9
Total Hours for the Degree	30

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## SECONDARY ENGLISH EDUCATION

### Education Specialist in Teaching and Learning -- Secondary English Education Track

Leadership Core	9
EDUC 7001 Education Specialist Seminar I	3
EDUC 7002 Education Specialist Seminar II	3
EDUC 7003 Education Specialist Seminar III	3
Education Concentration	12
* EDTD 7160 Curriculum Design and Program Assessment	3
* EDTD 7162 Advanced Topics in English Education	3
EDTD 7163 Advanced Topics in Social Sciences Education	3
EDTD 7164 Advanced Topics in Science Education	3
EDTD 7165 Advanced Topics in Mathematics Education	3
EDTD 7210 Issues and Trends in Middle Level Educ.	3
EDTD 7221 Authentic Literacy Assessment	3
EDTD 7222 Engaging Students in Literacy	3
EDUC 7021 Conducting Educational Research	3
EDTD 7909 Thesis I	3
EDTD 7910 Thesis II	3
EDTD 6000 Level Courses with Advisor Approval	
Graduate English Courses in Arts and Sciences Selected with Graduate Advisor	9
Total Hours for the Degree	30

\* = required courses

## SECONDARY MATHEMATICS EDUCATION

### Education Specialist in Teaching and Learning -- Secondary Mathematics Education Track

Leadership Core	9
EDUC 7001 Education Specialist Seminar I	3
EDUC 7002 Education Specialist Seminar II	3
EDUC 7003 Education Specialist Seminar III	3
Content Concentration	12
* EDTD 7160 Curriculum Design and Program Assessment	3
EDTD 7162 Advanced Topics in English Education	3
EDTD 7163 Advanced Topics in Social Sciences Education	3
EDTD 7164 Advanced Topics in Science Education	3
* EDTD 7165 Advanced Topics in Mathematics Education	3
EDTD 7210 Issues and Trends in Middle Level Educ.	3
EDTD 7221 Authentic Literacy Assessment	3
EDTD 7222 Engaging Students in Literacy	3
EDUC 7021 Conducting Educational Research	3
EDTD 7909 Thesis I	3
EDTD 7910 Thesis II	3
EDTD 6000 Level Courses with Advisor Approval	
Graduate Mathematics Courses in Arts and Sciences Selected with Graduate Advisor	9
Total Hours for the Degree	30

\* = required courses

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## EDUCATIONAL LEADERSHIP

### Educational Specialist with a Major in Educational Leadership

Courses in the Ed.S. program

EDLR 7110 Supervision for Teacher Support Specialist	3
EDLR 7120 Internship for Teacher Support Specialist	3
EDLR 7351 Internship I	1
EDLR 7352 Internship II	1
EDLR 7353 Internship III	1
EDLR 7450 Public School Finance	3
EDLR 7460 Leadership Styles	3
EDLR 7470 School Facilities	3
EDLR 7500 Organizational Development in Education	3
EDLR 7570 Ethics and Issues in Educational Leadership	3
EDUC 7021 Conducting Education Research	3
Required Elective (advisor approved)	3
Total Hours for the Degree	30

Successful completion of EDLR 7110 and EDLR 7120 leads to a Teacher Support Specialist Endorsement (Georgia Certificate).

All students must be advised prior to registering for any course in Educational Leadership. Students who seek a PL-6 Georgia certificate must first pass the GACE and complete the requirements for a Georgia NL-5 or PNL-5 certificate. The student is directed to the Georgia Professional Standards Commission's web site [www.gapsc.com](http://www.gapsc.com) for all leadership certification rules and updates.



## EDUCATIONAL LEADERSHIP

### Educational Specialist with a Major in Educational Leadership (Extended Program)

#### Ed.S. Prerequisites

EDLR 6400 Fundamentals of School Leadership	3
EDLR 6410 Educational Personnel Administration	3
EDLR 6420 Educational Business Administration	3
EDLR 6430 School Law	3
EDLR 6500 Curriculum Development for Educational Leaders	3
EDLR 6550 Instructional Supervision for Educational Leaders	3
EDLR 6900 Practicum I	1
EDLR 6901 Practicum II	1
EDLR 6902 Practicum III	1

Total Hours for the Prerequisites 21

#### Courses in the Ed.S. program

EDLR 7110 Supervision for Teacher Support Specialist	3
EDLR 7120 Internship for Teacher Support Specialist	3
EDLR 7351 Internship I	1
EDLR 7352 Internship II	1
EDLR 7353 Internship III	1
EDLR 7450 Public School Finance	3
EDLR 7460 Leadership Styles	3
EDLR 7470 School Facilities	3
EDLR 7500 Organizational Development in Education	3
EDLR 7570 Ethics and Issues in Educational Leadership	3
EDUC 7021 Conducting Education Research	3

Total Hours for the Degree 27

Successful completion of EDLR 7110 and EDLR 7120 leads to a Teacher Support Specialist Endorsement (Georgia Certificate).

All students must be advised prior to registering for any course in Educational Leadership. Students who seek a PL-6 Georgia certificate must first pass the GACE and complete the requirements for a Georgia NL-5 or PNL-5 certificate. The student is directed to the Georgia Professional Standards Commission's web site [www.gapsc.com](http://www.gapsc.com) for all leadership certification rules and updates.

## SPECIAL EDUCATION

### Educational Specialist with a Major in Special Education

Professional Core Courses	9
EDLR 7021 Conducting Educational Research	3
SPED 7022 Advanced Behavior Analysis and Single Subject Research	3
SPED 7023 Ethics and Issues in Special Education	3
Content Concentration	15
SPED 7950 Selected Topics in Special Education	3
EDLR 7110 Supervision for Teacher Support	3
EDLR 7120 Internship for Teacher Support	3
SPED 7024 Technical and Professional Writing	3
SPED 7025 Independent Research *	3
(* must be taken last semester)	
Electives (Choose two)	6
COUN 7930 Advanced Multicultural Awareness for Counselors and Educators	3
SPED 7026 Theory and Practices for Teaching Students with Autism	3
SPED 7027 Transition to Adulthood for Individuals with Disabilities	3
SPED 7028 Advanced Assessment and Direct Instruction	3
COUN 7990 Professional and Community Collaboration for Counselors and Educators	3
Total Hours for the Degree	30

#### Additional Certification Requirements (not part of the 30 hour degree program)

SPED 4002 Teaching Students with Disabilities in the General Education Classroom	3
EDTD 6011 Educational Technology	3



## ENDORSEMENT PROGRAMS

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### GIFTED EDUCATION

Certification as teacher of gifted students requires 12 semester hours of graduate work. Students take:

EDUC 6040 Tests and Measurement for Educational Leaders	3
EDUC 6271 Identifying Outstanding Talents and Potentials in Students	3
EDUC 6272 Developing Outstanding Talents and Potentials in Students	3
EDUC 6273 Curriculum and Program Design for Developing Talents	3

### TEACHER SUPPORT SPECIALIST

Graduate course sequence for adding Teacher Support Specialist endorsement:

EDLR 7110 Supervision for Teacher Support Specialist	3
EDLR 7210 Internship for Teacher Support Specialist	3

### MATHEMATICS ENDORSEMENT

In order to add the Mathematics Endorsement, the student must hold initial certification in a P-5 certification field.

MATH 6241 Understanding Numbers and Operations	3
MATH 6242 Understanding Geometry	3
MATH 6243 Understanding Algebra	3
MATH 6260 Understanding Data Analysis and Probability	3

### READING ENDORSEMENT

In order to add the Reading Endorsement, the student must hold initial certification in a teaching field. The required graduate courses for the Reading Endorsement are:

EDTD 6120 Basic Instruction in Literacy	3
EDTD 6222 Current Best Practices in Literacy	3
EDTD 6223 Applications of Effective Reading Strategies	3

# James M. Hull College of Business

## **MASTER OF BUSINESS ADMINISTRATION PROGRAM**

The objective of the Master of Business Administration (MBA) degree program is to provide advanced business education, beyond the baccalaureate level, to prepare students to assume responsible management and professional positions in private and public organizations. The curriculum has been designed to provide breadth of exposure to business administration disciplines rather than specialization in any single discipline. In addition to the regular MBA curriculum, foundation courses have been developed to accommodate students whose previous academic degrees are not in the field of business administration. To accommodate students who also have part-time or full-time careers, all MBA courses currently are taught in the evening.

Students who enter the MBA program with a bachelor of business administration degree and have undergraduate grades of C or better in foundation courses usually will be able to complete the MBA program with 30 semester hours (10 courses) of required course work plus six semester hours of electives. Students who must take some or all of the foundation courses may require up to 54 semester hours of course work, including the foundation courses. Specific course requirements for each student are determined by the student's previous academic experiences and are approved by the Director of Graduate Studies.

Up to nine semester hours (three courses) of required or elective MBA course work, with grades of B or higher, may be transferred from other accredited graduate programs with approval of the Director. Basic computer literacy (word processing, spreadsheet software) is required of all entering MBA graduate students and may be acquired through formal academic courses, on-the-job experience, or self study.

Only students enrolled in the MBA program may register for or attend MBA graduate courses.

### **Application Requirements**

Items to be submitted by Master of Business Administration (MBA) applicants are:

1. Application for Graduate Study.
2. Fee of \$30.00, check or money order.
3. One official transcript from each baccalaureate program previously attended at a regionally accredited college or university.
4. Official scores on the Graduate Management Admission Test (GMAT).

### **Admission Criteria for the MBA Program**

Admission to the MBA program is based upon an applicant's successful completion of at least a baccalaureate degree from a regionally-accredited college or university and a combination of a satisfactory undergraduate grade point average (GPA) and an acceptable score on the Graduate Management Admission Test (GMAT) administered by the Educational Testing Service. These two scores are combined into an eligibility index, defined as:  $(200 \times \text{GPA} + \text{GMAT score})$ . An eligibility index is used widely by business schools in the United States.

The requirement for admission as a regular MBA student is an eligibility index of 1,000 (using the overall undergraduate GPA from all undergraduate programs) or 1,050 (using the undergraduate GPA from the last 60 semester hours or 90 quarter hours of the most-recently-completed baccalaureate degree program). In either case, the absolute minimum acceptable GMAT score is 450.

### **Graduate Admissions Appeals**

Students who are not accepted for regular admission to the graduate program in business administration and who believe that there are extenuating circumstances that affect their eligibility may write a letter of appeal to the Director of Graduate Studies, James M. Hull College of Business. The appeal will be heard by the Graduate Admissions Appeals Committee which consists of representative faculty of the James M. Hull College of Business.

### **Academic Standing**

A GPA of at least 3.00 is required for graduation and to remain in good academic standing in the MBA program. In addition, degree candidates may not have earned more than six semester hours (two courses) in 6000-level MBA required and elective courses with a grade of C. Grades below C will not be accepted for MBA course work. If a course is repeated, only the most recent grade earned will be included in the institutional GPA calculation used to determine an MBA student's academic status and satisfaction of graduation requirements.

### **Academic Probation/Suspension**

At the end of any academic term in which an MBA student's institutional GPA falls below 3.00, the student will be placed on academic probation. A student on academic probation 1) may not enroll for more than two MBA required or elective courses per term and 2) must raise the institutional GPA to at least 3.00 within the next nine semester hours (three courses) of graduate course work to remain in the MBA program. An MBA student on academic probation who does not raise the institutional GPA to at least 3.00 within nine semester hours may not continue in the MBA program or register for additional MBA courses for a

period of at least one calendar year. The student may not transfer credit for MBA courses from any other institution while on academic probation at Augusta State University.

### Reinstatement

A student who wishes to apply for reinstatement after having been dismissed must write a letter to the MBA program director requesting reinstatement as an MBA student. The letter should describe the student's rationale and approach for improving academic performance if reinstated.

If accepted for reinstatement, the returning student may enroll for a maximum of two MBA required or elective courses per term until the student's institutional GPA has reached at least 3.00. If the reinstated student has not achieved an institutional GPA of at least 3.00 within the first nine semester hours (three courses) of 6000-level MBA course work following reinstatement, the student will not be eligible to continue in the MBA program.

Upon being dismissed for the second time, a student would not be eligible to reapply for readmission to the MBA program for a period of at least six calendar years. At that time, the student would become a new applicant and would have to meet all admission requirements in effect at the time. No credit for any previous MBA course work at ASU and no transfer credit from other programs would be granted and the student would have to begin the MBA program as a "new" MBA student.

### Time Limitation

All requirements for the MBA degree must be completed within six consecutive years, beginning with the student's enrollment in the first 6000-level course.

### GMAT

The Graduate Management Admission Test is a standardized examination administered by the Educational Testing Service. The test is a computer-adaptive test and is offered throughout the year at computer-based testing centers throughout the country. The test does not attempt to measure specific knowledge obtained in college course work or achievement in any particular subject area. It does cover basic mathematical skills and the ability to reason quantitatively as well as reading comprehension and writing ability. Persons who take the test should request that their scores be reported to the James M. Hull College of Business at Augusta State University. The test must be taken and scores must be reported before the deadline for applications for a particular semester. The application deadline for each semester may be obtained from the graduate office in the James M. Hull College of Business.

Applications to take the GMAT and more detailed information may be obtained from the graduate studies office in the College or by writing to: Pearson VUE, Attention: GMAT Program, 5601 Green Valley Drive, Suite 220, Bloomington, MN 55437. You may schedule your test appointment online at [www.mba.com](http://www.mba.com).

## BUSINESS ADMINISTRATION

### Master of Business Administration

MBA Foundation Courses	18
ACCT 4999 Financial Accounting for Managerial Control	
ECON 4999 Economic Concepts	
FINC 3400 Corporate Finance	
MATH 3110 Statistical Analysis for Business or MATH 2210 Elementary Statistics	
MGMT 3500 Management Theory and Practice	
MKTG 3700 Principles of Marketing	
Required MBA Core Courses	30
ACCT 6300 Accounting Systems for Managerial Control	
ECON 6800 National and International Economics for Managers	
FINC 6400 Managerial Finance	
MGMT 6510 Societal Issues in Business Decisions	
MGMT 6520 Management of Human Resources	
MGMT 6580 Strategic Management	
MINF 6620 Management of Information Technology	
MKTG 6700 Marketing Management	
QUAN 6600 Applied Business Research	
QUAN 6610 Designing, Managing, and Improving Operations	
Elective MBA Course	6
Total Hours for the Degree	36

# Graduate and Undergraduate Course Descriptions

This section is arranged alphabetically by subject designator and sequentially by course number. The three numbers in parentheses after each course title give the number of hours of lecture, the number of hours of laboratory, and the number of credit hours the course carries. The letter V means that hours are variable.

Some course descriptions include information about the semester when they will be offered, but Augusta State University reserves the right to make changes in the course schedule and to cancel any section where enrollment is considered insufficient.

Subject designators for courses offered by the university's three colleges are as follows:

## Katherine M. Pamplin College of Arts and Sciences

AIST Applied Information Systems and Technologies  
ANTH Anthropology  
ART Art  
ASTR Astronomy  
ASUO Orientation  
BIOL Biology  
CHEM Chemistry  
COMC Communication  
COMD Drama  
COMJ Journalism  
COMP Public Relations  
COMS Communication Studies  
COMT Telecommunications  
COMW Professional Writing  
COOP Cooperative Education  
CRJU Criminal Justice  
CSCI Computer Science  
CSIA Computer Science Information Assurance - See AIST  
ENGL English  
FREN French  
GEOG Geography  
GEOL Geology  
GRMN German  
HIST History  
HONR Honors  
HUMN Humanities  
ISCI Integrated Science  
ILIT Information Literacy  
LATN Latin  
MATH Mathematics  
MILS Military Science  
MUSA Applied Music  
MUSI Music  
NURS Nursing  
PADM Public Administration  
PHIL Philosophy  
PHSC Physical Science  
PHYS Physics  
PLCP Paralegal  
POLS Political Science  
PSYC Psychology  
READ Developmental Reading  
RGTR Regents' Test  
SABR Studies Abroad  
SOCI Sociology  
SOWK Social Work  
SPAN Spanish  
WMST Women's Studies

## James M. Hull College of Business

ACCT Accounting  
ECON Economics  
BUSA Business Administration  
FINC Finance  
MGMT Management  
MINF Management Information  
MKTG Marketing  
QUAN Management Science

## College of Education

COUN Counseling  
ECED Early Childhood  
EDLR Educational Leadership  
EDTD Teacher Education  
EDUC College of Education Core  
KNHS Kinesiology and Health Sciences  
MGED Middle Grades Education  
SCED Secondary Education  
SPED Special Education  
WELL Wellness

# ACCT - Accounting Courses

**Note: in order to enroll in any ACCT course numbered 3000-4950, a student must be accepted into the James M. Hull College of Business (see p. 162) and meet the listed prerequisites for the class.**

## **ACCT 2101**

*Principles of Accounting I (3-0-3)*

This is an introductory course in financial accounting. The focus is on accounting as a system for reporting business activity. It includes study of the accounting cycle, the preparation and interpretation of basic financial statements, and the study of fundamental accounting principles. *Prerequisite(s): MATH 1101 or MATH 1111 with a grade of C or better.*

## **ACCT 2102**

*Principles of Accounting II (3-0-3)*

This is an introductory course in managerial accounting. The focus is on accounting as a system for providing information for organizational management. It includes the study of budgeting, cost-volume-profit analysis, and information for decision making. *Prerequisite(s): ACCT 2101 and MINF 2201 with a grade of C or better in each course.*

## **ACCT 3311**

*Financial Accounting Theory I (3-0-3)*

The primary emphasis of the course is to provide the student with a thorough understanding of financial accounting theory as it applies to preparation of financial statements. The course includes a review of theoretical financial accounting concepts, present value, financial statements, and the analysis of asset accounts. *Prerequisite(s): ACCT 2101 and 2102 with a grade of B or better in each course and completion of 50 semester hours.*

## **ACCT 3312**

*Financial Accounting Theory II (3-0-3)*

The primary emphasis of the course is on financial accounting theory as it relates to basic problem areas in financial reporting including liabilities, stockholders' equity, investments, leases, pensions, revenue recognition, earnings per share, and income taxes. *Prerequisite(s): ACCT 3311 with a grade of C or better.*

## **ACCT 3321**

*Cost Accounting (3-0-3)*

This is a basic course in cost accounting for manufacturing and non-manufacturing sectors. The emphasis is on the development of cost systems for organizational planning and control. The course includes study of such areas as analysis of variances; determination of overhead rates; job order and process cost product costing; and capital, operating and financial budgets. *Prerequisite(s): ACCT 2102 with a grade of B or better and completion of 50 semester hours.*

## **ACCT 3331**

*Federal Income Taxation (3-0-3)*

This course is a survey of theories and practices governing federal income taxation of individuals and business entities, including partnerships and corporations. *Prerequisite(s): ACCT 2101 and ACCT 2102 with a grade of B or better in each course and completion of 50 semester hours.*

## **ACCT 4322**

*Cost Management (3-0-3)*

This course provides the student with an in-depth analysis of managerial-cost concepts and techniques required for developing, analyzing, and interpreting information for organizational planning and control. *Prerequisite(s): ACCT 3321 with a grade of C or better.*

## **ACCT 4332**

*Advanced Federal Income Taxation (3-0-3)*

This course presents an overview of federal tax law for corporations, partnerships, estates, and trusts, with an emphasis on tax research. *Prerequisite(s): ACCT 3331 with a grade of C or better.*

## **ACCT 4350**

*Accounting Information Systems (3-0-3)*

Information systems which support the accounting function are studied from the perspectives of using packaged systems, developing system enhancements, and applying internal control. A departmental user or developer viewpoint is emphasized. *Prerequisite(s): ACCT 2101 and ACCT 2102 with a grade of B or better in each course and completion of 50 semester hours including MINF 2201 with a grade of C or better.*

## **ACCT 4360**

*Auditing (3-0-3)*

This course provides basic coverage of financial statement audits and related attest, assurance and other services performed by certified public accountants. The emphasis is on audits of financial statements, including auditing standards and procedures as well as the auditor's professional responsibilities. The course also covers the use of analytical skills, the study and testing of internal controls, evidence accumulation and evaluation techniques, forensic accounting topics, and the ethical responsibilities of certified public accountants. *Prerequisite(s): ACCT 3312 with a grade of C or better.*

## **ACCT 4370**

*Advanced Accounting (3-0-3)*

The emphasis of this course is on the application of accounting theory to business combinations and international operations. *Prerequisite(s): ACCT 3312 with a grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ACCT 4380***Governmental and Institutional Accounting (3-0-3)*

The emphasis of this course is on accounting for state and local governments. The accounting requirements and processes for hospitals, universities, and other not-for-profit organizations are also examined. *Prerequisite(s): ACCT 2101 and ACCT 2102 with a grade of B or better in each course and completion of 60 semester hours.*

**ACCT 4620***Spreadsheet Modeling and Decision Analysis (3-0-3)*

Will use visual techniques to understand, document, and communicate business models and then apply information technology to the modeling process for business decisions in accounting, management, operations, finance, and marketing. *Prerequisite(s): 50 semester hours, including C's or better in MATH 3110 and also in 12 hours of BBA Core Area F including MINF 2201.*

**ACCT 4950***Selected Topics in Accounting (3-0-3)*

This is a course and/or directed study of a major issue, practice, or problem in the area of accounting. Content is to be decided based on needs and professional objectives of students and the expertise and availability of faculty. *Prerequisite(s): Permission of advisor to use in the major area and senior standing.*

**ACCT 4999***Financial and Managerial Accounting Concepts (3-0-3)*

This course provides students with an understanding of basic financial accounting terminology, processes, and statements; the ability to analyze financial statements; an understanding of managerial accounting terminology and techniques such as process costing, standard costing, and cost-volume-profit analysis. *Prerequisite(s): Graduate (MBA) or Post Baccalaureate student status.*

**ACCT 6300***Accounting for Managers (3-0-3)*

This is a case-oriented course designed to teach the effective use of accounting systems and accounting data in organizational planning, control and decision making. The focus is on how to use measurement and management systems for value creation in a business organization. *Prerequisite(s): Graduate (MBA) student status and ACCT 4999 and FINC 3400 or equivalents.*

**ACCT 6322***Cost Management (3-0-3)*

This course consists of analyzing cases on actual companies to provide the student with an in-depth analysis of managerial-cost concepts and techniques required for developing, analyzing, and interpreting information for organizational planning and control. Each student will have to prepare a paper comparing the cost structure of two companies from the same industry selected by the instructor. Students who have successfully completed ACCT 4322 may not take this course for credit. *Prerequisite(s): Graduate (MBA) or Post Baccalaureate student status and ACCT 3321 with a grade of C or better.*

**ACCT 6332***Advanced Federal Income Taxation (3-0-3)*

This course presents an overview of federal tax law for corporations, partnerships, estates, and trusts, with an emphasis on tax research. The course also includes a corporate tax return project. Students who have successfully completed ACCT 4332 may not take this course for credit. *Prerequisite(s): Graduate (MBA) or Post Baccalaureate student status and ACCT 3331 with a grade of C or better.*

**ACCT 6370***Advanced Accounting (3-0-3)*

The emphasis of this course is on the application of accounting theory to business combinations and international operations. Partnership accounting will also be examined. This course also includes a term project on accounting for international operations. Students who have successfully completed ACCT 4370 may not take this course for credit. *Prerequisite(s): Graduate (MBA) or Post Baccalaureate student status and ACCT 3312 with a grade of C or better.*

**ACCT 6380***Governmental and Institutional Accounting (3-0-3)*

The emphasis of this course is on accounting for state and local governments. The accounting requirements and processes for hospitals, universities, and other not-for-profit organizations are also examined. This course also includes a paper comparing not-for-profit organizations within the same industry. Students who have successfully completed ACCT 4380 may not take this course for credit. *Prerequisite(s): Graduate (MBA) or Post Baccalaureate student status and ACCT 2101 and ACCT 2102 with a grade of B or better in each course.*

**ACCT 6950***Selected Topics in Accounting (3-0-3)*

This is a variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisite(s): Graduate (MBA) student status and ACCT 4999 or equivalent.*

## **AIST - Applied Information Systems and Technologies**

**AIST 2320***Introduction to Computer Networking (3-0-3)*

Introduces networking technology to include networking standards, networking media, networking hardware, access methods, network operating systems, TCP/IP basics, network security and the fundamentals of local area network and wide area network technologies. *Prerequisite(s): CSCI 1200, CSCI 1210, CSCI 1301, or CSCI 2120.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**AIST 2330***System Administration (3-0-3)*

A basic study of the UNIX and Windows operating systems geared towards the operating system user, future system administrator, and security officer. Topics include listing, finding, displaying and printing files; system security; command-line editing; handling backups, system resources, and file permissions; script programming; and other administrative tasks. *Prerequisite(s): CSCI 1200, CSCI 1210, CSCI 1301 or CSCI 2120.*

**AIST 3520***Principles of Information Security and Assurance (3-0-3)*

Overview of information security practices and needs. Topics include information security, types of attacks, risk analysis and management, security technologies, and basic information security implementation. *Prerequisite(s): CSCI 2700 and either AIST 2320 or MINF 4330.*

**AIST 3531***Introduction to Network Security (3-0-3)*

Overview of network security activities and techniques. Heavy use of information security tools will be demonstrated and practiced. *Prerequisite(s): AIST 2320, AIST 2330, and AIST 3520.*

**AIST 3532***Network Defense and CounterMeasures (3-0-3)*

Emphasis placed on understanding the tools and devices used to secure a computer network (i.e., firewall, IDS, IPS). Course includes hands-on labs where techniques and procedures are displayed and tested. *Prerequisite(s): AIST 3531.*

**AIST 3541***Digital Forensics (3-0-3)*

Overview of information security forensics activities. Topics include digital forensics investigative basics, techniques, and digital forensics examination criteria. Course includes hands-on lab activities where techniques and procedures are displayed and tested. *Prerequisite(s): AIST 3520.*

## ANTH - Anthropology Courses

**ANTH 1102***Introductory Anthropology (3-0-3)*

A general survey of the biological and cultural origins and development of human beings and their societies. Based on archaeology, biological anthropology, cultural anthropology, and linguistics, this course emphasizes human adaptation through biological and cultural evolution.

**ANTH 2011***Cultural Anthropology (3-0-3)*

Emphasizes and illustrates the role of culture as a major systematic determinant of human behavior and social life. Examines examples from both modern and traditional societies.

**ANTH 3271/5271***History and Culture of India (3-0-3)*

Indian history and culture from Indus Valley civilization to modern times including topics such as religions, philosophy, art, architecture, society, and family. *Prerequisite(s): ANTH 1102 or ANTH 2011 or HIST 1111 or HIST 1112 or permission of instructor.*

**ANTH 3330/MUSI 3330***Music of the World's Peoples (3-0-3)*

This course provides the student with basic knowledge of the musicological and ethnomusicological terms and concepts used to describe music from a variety of cultures in the present, or in the past. May also be taken as MUSI 3330. *Prerequisite(s): ANTH 1102 or ANTH 2011.*

**ANTH 3411/5411***Indians of North America (3-0-3)*

Origins and cultures of native peoples of America north of Mexico. Discusses impact of arrival of Europeans in North America. *Prerequisite(s): ANTH 1102 or ANTH 2011 or HIST 2111 or permission of instructor.*

**ANTH 3817***African Comparative Cultural Issues (3-0-3)*

This course seeks to introduce students to an understanding of Africa that reaches beyond the sound bites and stereotypes of the evening news as well as presents the diversity among African cultures. Students will explore both northern and sub-Saharan Africa. The course will consider the impact of colonialism on the formation of contemporary Africa's geographic political, economic, social and religious landscapes. Students will debate such topics as the relevance of circumcision, polygyny, sexual education, and religious syncretism. *Prerequisite(s): ANTH 1102 or ANTH 2011.*

**ANTH 3831/5831***Archaeology (3-0-3)*

Examines theories, methods, and techniques used by modern archaeologists in an integrated scientific approach to investigate and understand historic and prehistoric cultures. *Prerequisite(s): ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 3841/5841***Biophysical Anthropology (3-0-3)*

Study of integrated biological and cultural adaptation of human beings. Topics include modern synthetic theory of evolution, fossil record, geochronology, nonhuman primates, and human variation. *Prerequisite(s): ANTH 1102 or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ANTH 3851/5851***Religion, Culture, and Society (3-0-3)*

The nature, role, and functions of religious belief and behavior in human society. Examines the range of religious practices including ritual, myth, symbolism, shamanism, cults, witchcraft, magic, religious drug use, healing, and others. *Prerequisite(s): ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 3861/5861 / HIST 4111 / PHIL 4111***History of World Religions (3-0-3)*

This is a survey course introducing the study of religion. The students will define what "religion" is, examine why so many people in the history of the world find religion important, and try to understand some of the major tenets of the religions of the world. This course is designed with the theme of ethics and morals as defined by cultures and religions around which many of the readings and discussions will take place. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**ANTH 3871/5871/WMST 3871***Sex, Gender, and Culture (3-0-3)*

Information from biophysical anthropology, archaeology, linguistics, and cultural studies is combined in a cross-cultural, evolutionary approach to examine sex and gender roles. *Prerequisite: WMST 1101, ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 4217***Travelers, Migrants, and Refugees (3-0-3)*

The purpose of this course is to explore the movement of people and the impact of that movement on home and globalization. The course will discuss the meaning of home and the reasons why people travel. Each motivation affects people's perceptions of their destination and their attachments to home. These issues are global issues as well as localized (e.g., rural to urban). Students will discuss issues such as the impact of war, HIV/AIDS, political and religious policies, tourism, religious missions, fieldwork, etc. on people's movement. The course will consider how globalization and movement impacts identity and inter- and intra-group dynamics. *Prerequisite(s): ANTH 1102 or ANTH 2011.*

**ANTH 4861/6861***World Ethnology (3-0-3)*

Examines historical, economic, political, and social forces that have converged to produce a worldwide political and economic system. This approach stresses the linkages between Western development and Third World underdevelopment. *Prerequisite(s): ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 4950/6950***Selected Topics (V, 1-3)*

A variable content, variable credit course intended to meet the needs of students minoring in anthropology. Offered by special arrangement. *Prerequisite(s): ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 4990***Undergraduate Research (V, 1-3)*

A variable content, variable credit course offered by special arrangement and intended to meet the needs of anthropology minors. Students will carry out supervised independent research in a selected area of anthropology. *Prerequisite(s): ANTH 1102 or ANTH 2011 or permission of instructor.*

## ART - Art Courses

**ART 1000***Ceramics I for non-art majors (3-V-3)*

Fundamentals of working with clay as an art form, including vessels, sculpture, and pottery. Introduction to glazing techniques.

**ART 1001***Oil Painting for non-art majors (3-V-3)*

Experiences involving basic use of color and oil painting techniques. Life model may be used.

**ART 1002***Photography I for non-art majors (3-V-3)*

An introduction to the processes and materials of black and white photography, as well as understanding photography as an art medium, gaining a working knowledge of the camera and darkroom equipment.

**ART 1003***Watercolor for non-art majors (3-V-3)*

Applied basic and experimental techniques with opaque and transparent watercolor media. Life model may be used.

**ART 1211***Visual Arts I: Drawing and Design (3-V-3)*

Visual Arts I is an introduction to compositional fundamentals examined through the act of drawing. The course is designed to provide essential visual and verbal skills in preparation for upper-division study in studio art.

**ART 1520***Visual Arts Freshman Studio Seminar (3-V-3)*

Visual Arts Freshman Studio Seminar synthesizes course content from Art 1211 (Visual Art I: Drawing and Design) and Art 1530 (Visual Arts II: Sculpture and Design) regarding elements and principles of two and three-dimensional art. The course is designed to provide art students with essential visual, verbal, and written skills in preparation for upper-division study in studio art. *Prerequisites/corequisites: Art 1530 or Art 1211.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ART 1530***Visual Arts II: Sculpture and Design (3-V-3)*

Visual Arts II is an introduction to compositional fundamentals examined through the act of sculpting. The course is designed to provide essential visual and verbal skills in preparation for upper-division study in studio art.

**ART 2100***Art Education, K-8; Teaching (2-0-2)*

Teaching methodology and projects for teaching art in the elementary school classroom. *Prerequisite(s): None*

**ART 2212***Drawing II (3-V-3)*

Continuation and expansion of skills taught in Drawing I. Life models, nude and occasionally costumed, often will be used and are a required part of the course. *Prerequisite(s): ART 1211, ART 1520, and ART 1530 or permission of instructor.*

**ART 2221***Painting I (3-V-3)*

Experiences involving basic use of color and oil painting techniques. Life model may be used. *Prerequisite(s): ART 1520, ART 1530, and ART 1211; or permission of the instructor.*

**ART 2401***Ceramics I (3-V-3)*

Fundamentals of working with clay as an art form, including vessels, sculpture, and pottery. Introduction to glazing techniques. *Prerequisite(s): ART 1520, ART 1530, and ART 1211; or permission of the instructor.*

**ART 2541***Graphic Design I (3-V-3)*

Introduction to hand lettering with emphasis on forming, spacing, and visual organization. *Prerequisite(s): ART 1520 or permission of the instructor.*

**ART 2611***Art History I (3-V-3)*

The study of artworks from major world cultures, especially Western, with stress on the premodern. *Prerequisite(s): None*

**ART 2612***Art History II (3-V-3)*

The study of artworks from major world cultures, especially Western, with stress on modern and contemporary developments. *Prerequisite(s): ART 2611.*

**ART 2700***Color Experience (3-V-3)*

Experience, study, and analysis of color and color systems. *Prerequisite(s): ART 1520 or permission of the instructor.*

**ART 3000***Humanities Studio Experience (3-V-3)*

The course is designed for the non-art major student desiring a studio experience. Media choice and class time must be arranged with the individual instructor. *Prerequisite(s): Permission of the instructor.*

**ART 3100***Art Education, Secondary School (3-V-3)*

An exploration of art education theories and projects using methods and materials adaptable for classroom instruction. *Prerequisite(s): ART 1520, ART 1530, and ART 1211; or permission of instructor.*

**ART 3213***Drawing III: Figure Drawing (3-V-3)*

Applied studies in drawing with particular attention to articulation of the figure, using life models. Particular attention to anatomy understanding and expressive interpretation of the human figure. Life models (nudes and occasionally costumed) often will be used and are a required part of the course. *Prerequisite(s): ART 2212 or permission of instructor.*

**ART 3222***Painting II (3-V-3)*

Further problems in color, composition, and techniques. Life models (nudes and occasionally costumed) often will be used and are a required part of this course. *Prerequisite(s): ART 2221.*

**ART 3231***Photography I (3-V-3)*

An introduction to black and white photographic processes and materials, study of photography as an art medium, and study of the camera and darkroom equipment. *Prerequisite(s): ART 1520, ART 1530, and ART 1211; or permission of the instructor.*

**ART 3232, 3233, 3234***Photography II, III, IV (3-V-3)*

Continuation of the previous level of Photography. The student will be responsible for developing a personal artistic direction with photography. *Prerequisite(s): ART 3231 or permission of instructor.*

**ART 3251***Printmaking I (3-V-3)*

An introduction to the technical and aesthetic possibilities of major printmaking processes, including intaglio, relief, and lithography. *Prerequisite(s): ART 1520, ART 1530, and ART 1211; or permission of instructor.*

**ART 3261***Watercolor I (3-V-3)*

Basic experience with opaque or transparent watercolor media. Life model may be used. *Prerequisite(s): ART 1520, ART 1530, ART 1211, and ART 2212; or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

- ART 3262** Watercolor II (3-V-3)  
Continuation of Watercolor I. Life model may be used. *Prerequisite(s): ART 3261, or permission of instructor.*
- ART 3263** Watercolor III (3-V-3)  
Advanced level instruction of Watercolor II. Life model may be used. *Prerequisite(s): ART 3262, or permission of instructor.*
- ART 3311** Sculpture: Carving I (3-V-3)  
Basic experiences with subtractive methods working with wood and/or stone using simple carving tools and techniques. *Prerequisite(s): ART 1520, ART 1530, and ART 1211; or permission of instructor.*
- ART 3312** Sculpture: Carving II (3-V-3)  
Continuation of the study of the Fine Arts applications of subtractive methods of sculpture using wood and stone. *Prerequisite(s): ART 3311.*
- ART 3313** Sculpture: Carving III (3-V-3)  
Advanced level continuation of the study of the Fine Arts applications of subtractive methods of sculpture using wood and stone. *Prerequisite(s): ART 3312.*
- ART 3331** Sculpture: Figure Modeling I (3-V-3)  
Applied studies in proportion and articulation of the figure, using life models, typically nudes. All work from the model is a required part of the course. Materials include oil-based and water-based clay. *Prerequisite(s): ART 1211, ART 1520, ART 1530 and ART 2401 or permission of instructor.*
- ART 3332** Sculpture: Figure Modeling II (3-V-3)  
Continuation of applied studies in proportion and articulation of the human figure using life models, typically nudes. All work from the model is a required part of the course. Materials include oil-based and water-based clay. *Prerequisite(s): ART 3331.*
- ART 3333** Sculpture: Figure Modeling III (3-V-3)  
Continuation of applied studies in proportion and articulation of the human figure using life models, typically nudes. All work from the model is a required part of the course. Materials include oil-based and water-based clay. *Prerequisite(s): ART 3332.*
- ART 3402** Ceramics II (3-V-3)  
Continuation of Ceramics I with further emphasis on developing the student's own ideas about form and content. More intensive work with glazing, introduction to mixing glazes and to firing. *Prerequisite(s): ART 2401 or permission of instructor.*
- ART 3403** Ceramics III (3-V-3)  
Continuation of Ceramics II, with emphasis on developing the student's artistic direction with clay. Continued development of glazing techniques, including glaze testing and responsibility for firing. *Prerequisite(s): ART 3402 or permission of instructor.*
- ART 3542** Graphic Design II (3-V-3)  
A continuation of Graphic Design I, and a general survey of computer graphic programs. *Prerequisite(s): ART 2541 or permission of instructor.*
- ART 3721** Aesthetics and Philosophy of Art I (3-V-3)  
A seminar devoted to the critical study and analysis of contemporary art theory and practice, aesthetics, and philosophy of art. *Prerequisite(s): ART 2612.*
- ART 3811** Scene Design I (3-0-3)  
This course will focus on various aspects of scene design for the theater, including sketching, drafting, rendering and model building techniques, and research. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUMN 2001 with a grade of C or better.*
- ART 3812** Scene Design II (3-0-3)  
Students will perfect techniques learned in Scene Design I. Additional concentration will be placed on historical aspects of design, applied research, and design concepts. *Prerequisite(s): ART 3811 or permission of the instructor.*
- ART 4214** Drawing IV (3-V-3)  
Continuation of the Drawing course sequence with emphasis on advanced problems. Life models, nudes and occasionally costumed, may be used and if so are a required part of the course. *Prerequisite(s): ART 3213.*
- ART 4223, 4224, 4225** Painting III, IV, V (3-V-3)  
More advanced study of painting with emphasis on personal conceptual growth and technique development. Life models may be used. *Prerequisite(s): The previous level of Painting or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ART 4261, 4262, 4263***Printmaking II, III, IV*

More advanced exploration of printmaking processes with an emphasis on using the media to create personal visual statement.  
*Prerequisite(s): ART 3251*

**ART 4321***Sculpture: Casting (3-V-3)*

Introduction to basic substitution methods of sculpture using aluminum and bronze. *Prerequisite(s): ART 1520, 1530, and 1211; or permission of instructor.*

**ART 4322***Sculpture: Casting II (3-V-3)*

Continuation of the study of the Fine Arts applications of substitution methods of sculpture using bronze and aluminum.  
*Prerequisite(s): ART 4321*

**ART 4323***Sculpture: Casting III (3-V-3)*

Continuation of the study of Fine Arts applications of substitution methods of sculpture using bronze and aluminum.  
*Prerequisite(s): ART 4322.*

**ART 4331***Sculpture: Installation I (3-V-3)*

The study and application of context-based and time-based artworks using a variety of sculpture methods and techniques sited on the ASU campus. *Prerequisite(s): ART 1520, ART 1530, and ART 1211; or permission of instructor.*

**ART 4332***Sculpture: Installation II (3-V-3)*

The continuation of the study and application of context-based and time-based artworks using a variety of sculpture methods and techniques sited on the ASU campus. *Prerequisite(s): ART 4331.*

**ART 4333***Sculpture: Installation III (3-V-3)*

Continuation of the advanced study and application of context-based and time-based artworks using a variety of sculpture methods and techniques sited on the ASU campus. *Prerequisite(s): ART 4332.*

**ART 4341***Sculpture: Multimedia I (3-V-3)*

Continuation of applied studies in sculpture using a variety of media and methods. Emphasis of course work will be on using more than one sculptural medium and/or method within a single body of artwork. *Prerequisite(s): ART 1520, ART 1530, ART 1211, and one upper level sculpture class (ART 3331, 4321, or 4331).*

**ART 4342***Sculpture: Multimedia II (3-V-3)*

Continuation of applied studies in sculpture using a variety of media and methods. Emphasis of course work will be on using more than one sculptural media and/or method within a single body of artwork. *Prerequisite(s): ART 4341.*

**ART 4343***Sculpture: Multimedia III (3-V-3)*

Continuation of applied studies in sculpture using a variety of media and methods. Emphasis of course work will be on using more than one sculptural media and/or method within a single body of artwork. *Prerequisite(s): ART 4342.*

**ART 4404, 4405, 4406***Ceramics IV, V, VI (3-V-3)*

Continuation of the previous level of Ceramics. The student will be responsible for developing a personal artistic direction with clay. Advanced firing techniques. Glaze development, including extensive testing. *Prerequisite(s): The previous level of Ceramics or permission of instructor.*

**ART 4620***Art Since 1955: Neo-Avant-Garde in Europe and America (3-V-3)*

An art- historical seminar dedicated to the critical study of the movements of post- Duchampian art since 1955. *Prerequisite(s): ART 2612 and ART 3721 or permission of instructor.*

**ART 4630***"Primitivism" in 20th Century Art (3-V-3)*

An art-historical seminar dedicated to the critical study of "primitivism" in 20th century Western art. *Prerequisite(s): ART 2612 and ART 3721 or permission of instructor.*

**ART 4640***Raphael (3-V-3)*

An art-historical seminar dedicated to the critical study of the paintings, murals, and drawings of the Italian Renaissance artist Raphael (1483-1520). *Prerequisite(s): ART 2612 and ART 3721 or permission of instructor.*

**ART 4650***Early Renaissance Italian Painting (3-V-3)*

An art-historical seminar dedicated to the critical study of painting in Renaissance Italy during the fifteenth century. *Prerequisite(s): ART 2612 and ART 3721 or permission of instructor.*

**ART 4660***American Art (3-V-3)*

Survey of eighteenth through twentieth century American painting, sculpture, and architecture. *Prerequisite(s): ART 2612 or HUMN 2002 or permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ART 4670***Far Eastern Art (3-V-3)*

A survey of paintings, sculpture, and architecture of Japan, China, India, and Southeast Asia. *Prerequisite(s): ART 2612 and ART 3721 or permission of instructor.*

**ART 4722***Aesthetics and Philosophy of Art II (3-V-3)*

A seminar devoted to the critical study and analysis of art theory and practice, aesthetics, and philosophy of art. More advanced than ART 3721. *Prerequisite(s): ART 3721 or PHIL 1000.*

**ART 4911, 4912, 4913***Major Project (3-V-3)*

Individual advanced work with direction and approval of instructor. *Prerequisite(s): ART 1520, ART 1530, and ART 1211; or permission of instructor.*

**ART 4950***Selected Topics (Variable)*

Reserved for special study of techniques and media not normally covered in regular course work. Course may be repeated when topic varies. *Prerequisite(s): Permission of instructor.*

**ART 4960***Undergraduate Internship (1-15)*

An internship is a service-learning experience based in an institution or agency emphasizing the completion of a specific task and the acquisition of specific skills under the supervision of Augusta State University and the cooperating institution or agency.

**ART 4998***Senior Exhibition (B.A.) (3-V-3)*

Degree requirement for B.A. candidates in art. Students prepare and mount an exhibition of their own artwork. All work for this exhibition must be accepted by the studio art faculty and judged to be of sufficient quantity and quality to demonstrate the student's artistic achievement on a level acceptable for the B.A. degree. Students also study other aspects of their chosen fine arts field. *Prerequisite(s): Portfolio Review passed and permission of instructor.*

**ART 4999***Senior Exhibition (B.F.A.) (3-V-3)*

Degree requirement for B.F.A. candidates in art. Students prepare and mount an exhibition of their own artwork. All work for this exhibition must be accepted by the studio art faculty and judged to be of sufficient quantity and quality to demonstrate the student's artistic achievement on a level acceptable for the B.F.A. degree. Students also study other aspects of their chosen fine arts field. *Prerequisite(s): Portfolio Review passed and permission of instructor.*

**ART 5950***Selected Topics in Art (Variable)*

By permission of Chair of the Department of Art. To be arranged.

## ASTR - Astronomy Course

**ASTR 1000***Introduction to the Universe (3-2-4)*

A survey of the universe, examining the historical origins of astronomy; the motions and physical properties of the Sun, Moon, and planets; the formation, evolution, and death of stars; and the structure of galaxies and the expansion of the universe. *Prerequisite(s): Recommended but not required: MATH 1101 or MATH 1111.*

## ASUO - Orientation Course

**ASUO 1000***Augusta State University Orientation (3-0-3)*

This course is designed to familiarize students with the policies and services of ASU and to provide instruction in the fundamental skills necessary to succeed in college level courses. Topics include study skills, setting goals, self-management, test-taking skills, memory techniques, stress management, library utilization, and other topics relevant to academic and personal success. *Prerequisite(s): completion of READ 0097, or COMPASS reading placement > 67, or no Learning Support reading required.*

## BIOL - Biology Courses

*If a student does not successfully complete a biology course after two attempts (i.e., he/she receives a D, F, W, or WF), the student will be limited to specific registration times for any subsequent attempts. Any student meeting these criteria will not be allowed to register for the course until the last day of late registration. Appeals may be made to the Chair of the Department of Biology in hardship cases.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**BIOL 1101***Fundamentals of Biology (3-2-4)*

Designed for the non-science/non-math major; topics covered include chemical foundations of biology, cell structure and function, cell division, genetics, animal organ systems and mechanisms of evolution. This course will not substitute for the BIOL 1107 course that is designed for science/math majors. Credit may not be earned for both BIOL 1101 and BIOL 1107. Normally offered each semester.

**BIOL 1102***Environmental Biology (3-2-4)*

Designed for the non-science/non-math major; topics covered include organismal diversity and behavior, ecology, and environmental topics. This course will not substitute for the BIOL 1108 course that is designed for science/math majors. Credit may not be earned for both BIOL 1102 and BIOL 1108. Normally offered each semester. BIOL 1101 IS NOT a prerequisite for this course. *Prerequisite(s): none.*

**BIOL 1107***Principles of Biology I (3-2-4)*

A study of the unifying concepts of the biotic world including biochemistry, cell biology, energy and metabolism, physiological systems of both plants and animals, animal and plant diversity, animal and plant development, genetics, ecology and evolution, and animal behavior. Credit may not be earned for both BIOL 1101 and BIOL 1107. Normally offered each semester.

**BIOL 1108***Principles of Biology II (3-2-4)*

A continuation of Biology 1107. Credit may not be earned for both BIOL 1102 and BIOL 1108. Normally offered each semester. *Prerequisite(s): BIOL 1107 with a grade of C or better.*

**BIOL 1150***Bioscientific Terminology (1-0-1)*

A study of the Greek and Latin bases, prefixes, and suffixes that provide much of the foundation of modern bioscientific terminology. *Prerequisite(s): None.*

**BIOL 2111***Human Anatomy and Physiology I (3-2-4)*

An introduction to physical and chemical principles necessary for understanding human anatomy and physiology. A study of cellular and tissue levels of organization, followed by a study of the skeletal, muscular, and nervous systems. Normally offered each semester. *Prerequisite(s): Nine hours of successfully completed college credit prior to enrollment into BIOL 2111.*

**BIOL 2112***Human Anatomy and Physiology II (3-2-4)*

A continuation of Biology 2111, dealing with the circulatory, respiratory, digestive, excretory, endocrine and reproductive systems and their interrelationships. Normally offered each semester. *Prerequisite(s): BIOL 2111 with a grade of C or better.*

**BIOL 2100***Careers in Health Sciences (1-0-1)*

An introduction to different occupations associated with the health professions. Consists of guest lecturers from medicine, dentistry, nursing and allied health. *Prerequisite(s): BIOL 1102 or 1108.*

**BIOL 2120***Careers in Field Biology (1-0-1)*

An examination of the opportunities available in the areas of forestry, wildlife biology, fisheries, ecology and environmental science. Local biologists discuss areas of their expertise and work. *Prerequisite(s): BIOL 1102 or 1108.*

**BIOL 2500***Microbiology for Nursing and Allied Health (3-2-4)*

An introduction to microbiology as it relates to the human, including viruses, prokaryotic and eukaryotic anatomy, metabolism, growth, nutrition, immunology, important disease causing microbes, physical/chemical control and chemotherapy. Normally offered fall and summer. *Prerequisite(s): BIOL 1108 or BIOL 2112 and MATH 1101 or 1111 with a grade of C or better.*

**BIOL 2950***Special Topics in Biology (Variable)*

An examination of various biological topics with emphasis on relating biological principles to the understanding and solving of every day situations. *Prerequisite(s): will vary depending upon the topics course offered. Permission of the instructor may also be required.*

**BIOL 3000***General Botany (3-3-4)*

Introduction to plant function and development, evolution, diversity, ecology, and economic importance. Normally offered fall and spring. *Prerequisite(s): BIOL 1108 with a C or better.*

**BIOL 3020***Plant Systematics (2-4-4)*

A study of the history and principles of vascular plant taxonomy, including plant evolution, ecology, and economic importance. Lab emphasizes identification and appreciation of local flora. *Prerequisite(s): BIOL 3000 with a C or better.*

**BIOL 3040***Horticulture (3-2-4)*

A study of the practical aspects of plant cultivation using fundamental biological knowledge of plant structure and function. *Prerequisite(s): BIOL 1102 and permission of instructor or BIOL 1108 with a C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**BIOL 3100**

Zoology (3-2-4)

An introduction to the morphology, physiology and life histories of representative animals with emphasis on taxonomy and systematics. *Prerequisite(s): BIOL 1108 with a C or better.*

**BIOL 3120**

Man and the Environment (3-0-3)

A treatment of such contemporary problems as air and water pollution, biocides, urban planning, population control and the energy crisis. *Prerequisite(s): BIOL 1102 or 1108 with a C or better.*

**BIOL 3130**

Biology and Society (3-0-3)

An examination and discussion, through use of various books, novels, and videos, of recent advances in biology and their implications for society. Ethical issues will be stressed. *Prerequisite(s): BIOL 1108 with a C or better, or BIOL 1102 with a C or better and permission of instructor.*

**BIOL 3200**

Genetics (3-2-4)

A study of the principles of genetics and how they apply to various aspects of biology. Course content divided evenly between classical and molecular genetics. *Prerequisite(s): BIOL 1108 with a C or better and CHEM 1212.*

**BIOL 3210**

Human Genetics (3-0-3)

An examination of human genetic principles with emphasis on unifying modern, molecular findings with the classical patterns of inheritance. *Prerequisite(s): BIOL 1108 and CHEM 1212 (C or better in each) or permission of the instructor BIOL 3200 is recommended, but not required.*

**BIOL 3310**

Comparative Vertebrate Anatomy (3-3-4)

A systematic survey of the morphology of vertebrates with emphasis on phylogenetic relationships among the major classes. *Prerequisite(s): BIOL 3100 with a C or better.*

**BIOL 3320**

Comparative Vertebrate Physiology (3-2-4)

A comprehensive study of vertebrate physiology, including adaptive mechanisms for specific environments. *Prerequisite(s): BIOL 1108 with a C or better and CHEM 1212.*

**BIOL 3350**

Histology (3-3-4)

A detailed study of tissue types and their organization in the vertebrate body. Laboratory emphasis is given to morphological detail using prepared slide material. *Prerequisite(s): BIOL 1108 with a C or better; BIOL 3100 with a C or better or permission of instructor.*

**BIOL 3360**

Embryology (3-2-4)

A descriptive and experimental study of differentiation, morphogenesis, and growth. Emphasis is placed on chick and human development. *Prerequisite(s): BIOL 1108 with a C or better; and BIOL 3100 with a C or better or permission of instructor.*

**BIOL 3370**

Neurobiology (3-0-3)

*An introduction to the development, anatomy and physiology of the vertebrate nervous system. Prerequisite(s): BIOL 1108 with a C or better.*

**BIOL 3400**

Cell Biology (3-3-4)

A detailed study of structural and functional organization of eukaryotic cells including cell surfaces, organelles, cell cycle, regulation of information flow, and cellular differentiation. Normally offered fall and spring. *Prerequisite(s): BIOL 1108; CHEM 1212; and CHEM 2410 or 3411; all with a C or better.*

**BIOL 3500**

Microbiology (3-2-4)

An introduction to microbiology, including viruses, protozoans, fungi, prokaryotic anatomy and genetics, metabolism, growth, nutrition, immunology, biotechnology and genetic engineering, physical/chemical control and chemotherapy. Normally offered every 2-3 years. *Prerequisite(s): BIOL 1108 and MATH 1111, with a C or better in each.*

**BIOL 4010**

Plant Morphology (3-2-4)

A detailed study of the diverse forms of the plants and their close relatives. Topics covered include structure and function, life history, fossil record, evolution, ecology and economic importance. *Prerequisite(s): BIOL 3000 with a C or better.*

**BIOL 4100**

Principles of Ecology (3-3-4)

A study of the interactions among organisms and their environment. Topics covered include physiology, nutrient cycling, energy flow, trophic dynamics, populations, and community structure. *Prerequisite(s): BIOL 3000 and 3100, with a C or better; CHEM 1212; or permission of instructor.*

**BIOL 4150**

Evolutionary Biology(3-0-3)

A study of the factors effecting change in the genetic composition of organisms. *Prerequisite(s): BIOL 1108 with a C or better or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**BIOL 4420***Herpetology(3-2-4)*

An examination of amphibians and reptiles with emphasis on their structural and functional characteristics, geographical distribution, relation to the environment, behavior, speciation, and man's interaction with them. *Prerequisite(s): BIOL 3100 with a C or better.*

**BIOL 4430***Ornithology (3-2-4)*

A study of taxonomy, ecology, morphology, physiology, behavior and field identification of birds. *Prerequisite(s): BIOL 3100 with a C or better.*

**BIOL 4450***Introductory Entomology (3-2-4)*

A study of the structure, life history, taxonomy and economic importance of insects. A collection is required. *Prerequisite(s): BIOL 1108 with a C or better.*

**BIOL 4490***General Parasitology (3-2-4)*

A survey of the major protozoan, platyhelminth, and nematode parasites of animals. Emphasis on the biology of host-parasite interactions, evolutionary relationships, and representative life cycles. *Prerequisite(s): BIOL 3100 with a C or better or permission of instructor.*

**BIOL 4500***Ichthyology (2-4-4)*

A treatment of the organ systems, life histories and taxonomic aspects of fishes of southeastern U.S. *Prerequisite(s): BIOL 3100 with a C or better.*

**BIOL 4520***Marine Biology (2-4-4)*

A study of marine organisms and their habitats in the Atlantic Ocean and the Gulf of Mexico. Ecosystem components are emphasized. *Prerequisite(s): BIOL 3100 with a C or better.*

**BIOL 4530***Aquatic Biology (2-4-4)*

A study of pond, lake, stream and marine organisms. Ecosystem components are emphasized. *Prerequisite(s): BIOL 3100 with a C or better.*

**BIOL 4600***Biology of Cancer (3-0-3)*

A study of the prevention, causes, treatment, characteristics and research of various types cancer. *Prerequisite(s): BIOL 1108 with a C or better.*

**BIOL 4630***Reproductive Physiology (3-0-3)*

An investigation of the physiological processes involved with the mammalian and non-mammalian reproductive systems. Topics addressed include embryological development and function of the reproductive system, conception and parturition. *Prerequisite(s): BIOL 1108 with a C or better and CHEM 1212.*

**BIOL 4650***Endocrinology (3-0-3)*

A systematic survey of the mammalian and non-mammalian endocrine systems including properties of hormones, methods of study, and regulation of physiological functions. For Biology majors, this course must be passed with a C or better. *Prerequisite(s): BIOL 1108 with a C or better and CHEM 1212.*

**BIOL 4700***Cell and Molecular Biology (3-3-4)*

A study of the biochemical composition, structure, metabolism, and regulatory mechanisms of the cell. *Prerequisite(s): BIOL 3400 with a C or better.*

**BIOL 4730***Immunology (3-0-3)*

An experimental examination of the immune system with emphasis on current findings and case studies. *Prerequisite(s): BIOL 1108 with a C or better, CHEM 1212, and at least one of the following: BIOL 3200 or 3400, or permission of instructor. CHEM 3411 and 3412 strongly recommended.*

**BIOL 4950***Selected Topics (Variable)*

Designed to treat areas of biology not in the normal curriculum. These courses may include Animal Behavior, Economic Botany, Introduction to Toxicology, Introductory Araneology, Neurobiology, Phycology, Plant Physiology, Principles of Human Physiology, Techniques in Biology and Wildlife and Fisheries Techniques. *Prerequisite(s): BIOL 1108 with a C or better or permission of instructor.*

**BIOL 4980***Seminar (1-0-1)*

The investigation of current topics in biology with students giving presentations and leading discussions. Normally offered fall and spring. *Prerequisite(s): BIOL 1108; 18 additional hours of biological science with a C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**BIOL 4990***Undergraduate Research (Variable)*

An introduction to research problems. No more than 3 hours may be counted toward the major. Normally offered each semester. *Prerequisite(s): BIOL 1108 with a C or better, 12 additional hours of science or math with a C or better, and permission of instructor.*

## BUSA - Business Administration Courses

**Note: in order to enroll in any BUSA course numbered 3000-4950, a student must be accepted into the James M. Hull College of Business (see p. 162) and meet the listed prerequisites for the class.**

**BUSA 4200***International Business (3-0-3)*

This course covers all aspects of international business including, but not limited to international politics, culture, economics, finance, technology, marketing, ethical decision-making, strategic planning and management, and human resource development in a global environment. *Prerequisite(s): MGMT 3500 and MKTG 3700, with grades of C or better.*

**BUSA 4950***Selected Topics in Business Administration (3-0-3)*

A course and/or directed study of a major issue, practice, or problem in the area of business administration. Content to be decided based on needs and professional objectives of students and the experience and availability of faculty. *Prerequisite(s): permission of advisor to use the course in the area of the major and senior standing.*

**BUSA 6950***Current Issues in Business Administration (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives of students in the MBA Program. *Prerequisite(s): Graduate (MBA) student status.*

## CHEM - Chemistry Courses

**CHEM 1000***Chemistry Orientation (1-0-1)*

An introduction to chemistry and its subdisciplines. Major concepts and perspectives will be introduced through projects and case studies that illustrate the utility and role of chemistry both in modern times and in the past. Additional topics shall include scientific ethics and careers in chemistry. Students will be introduced to the tools of library research. *Prerequisite(s): none.*

**CHEM 1151***Survey of Chemistry I (3-2-4)*

First course designed for pre-allied health students and non-majors; includes elements, compounds, stoichiometry, solutions, equilibrium, acid-base and nomenclature. Credit may not be earned for both CHEM 1151 and CHEM 1211 or 1212. *Prerequisite(s): MATH 1111 or 1101.*

**CHEM 1152***Survey of Chemistry II (3-2-4)*

Organic and biochemistry designed for allied health students; covers common classes of organic compounds including uses and chemical and physical properties and introduction to structure and function of biological molecules. *Prerequisite(s): CHEM 1151 (grade of C or better) or CHEM 1211 (grade of C or better).*

**CHEM 1211***Principles of Chemistry I (3-3-4)*

First course in a sequence designed for science majors; topics include composition of matter, stoichiometry, periodic relations, gas laws, molecular geometry and nomenclature. Credit may not be earned for both CHEM 1151 and CHEM 1211. *Prerequisite(s): MATH 1111 or 1101 (C or better).*

**CHEM 1212***Principles of Chemistry II (3-3-4)*

Second course in a sequence for science majors; topics include solutions, acid-base, colligative properties, equilibrium, electrochemistry, kinetics, and descriptive chemistry. Credit may not be earned for both CHEM 1151 and CHEM 1212. *Prerequisite(s): MATH 1113 and CHEM 1211 (C or better in each).*

**CHEM 1950***Selected Topics: (V)*

Concepts/topics in special areas of chemistry. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

**CHEM 2410***Chemistry of Organic and Biomolecules (3-3-4)*

A systematic examination of the properties and reactions of the major classes of organic compounds and their relevance to the metabolic roles of carbohydrates, lipids and proteins. Modern spectroscopic methods of structure determination will be included. *Prerequisite(s): CHEM 1211, 1212 (C or better in each).*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**CHEM 2810***Quantitative Analysis (2-6-4)*

Theories, principles and practice of volumetric, gravimetric and elementary instrumental analysis. *Prerequisite(s): CHEM 1212 (C or better).*

**CHEM 2950***Selected Topics (V)*

Concepts/topics in special areas of chemistry. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

**CHEM 3411***Organic Chemistry I (3-3-4)*

A study of the structure, nomenclature, properties, and reactivity of organic compounds with an emphasis on modern electronic and mechanistic theories. Spectroscopy will be introduced. The laboratory portion will explore common reactions and laboratory techniques. *Prerequisite(s): CHEM 1212 (C or better).*

**CHEM 3412***Organic Chemistry II (3-3-4)*

A continuation of Organic Chemistry I. Mechanisms, synthesis, and spectroscopy will be emphasized. *Prerequisite(s): CHEM 3411 (C or better).*

**CHEM 3721***Physical Chemistry I (3-3-4)*

A study of gases, first, second, and third laws of thermodynamics, thermochemistry, and chemical equilibria, followed by an introduction to the basic principles of chemical kinetics. *Prerequisite(s): PHYS 1112 or 2212 and MATH 2011 (C or better in each;)* *Corequisites: CHEM 2810 (C or better), permission of the instructor.*

**CHEM 3722***Physical Chemistry II (3-3-4)*

Further applications of chemical kinetics. The principles of quantum mechanics, approximation methods, theory of chemical bonding, symmetry and optical spectroscopy. *Prerequisite(s): CHEM 3721 and MATH 3020 (C or better in each) or permission of the instructor.*

**CHEM 3810***Advanced Organic Chemistry (3-3-4)*

A detailed theoretical and practical examination of mass spectrometry, infrared spectroscopy, and nuclear magnetic resonance spectroscopy (including multinuclear and multidimensional techniques), synthesis and properties of Polymeric materials, and selected advanced organic chemistry topics. Laboratory experiments will introduce advanced topics and techniques and incorporate hands-on MS, IR, and NMR analysis. *Prerequisites: CHEM 3412 (C or better)*

**CHEM 3820***Laboratory Management and Safety (1-3-2)*

Formal instruction and practical experience in all phases of assisting with instructional laboratories. Safety instruction includes proper use of protective equipment and fire extinguishers, and CPR training. *Prerequisite(s): CHEM 2410 or CHEM 3411 (C or better), or permission of instructor.*

**CHEM 3950***Selected Topics (V)*

Concepts/topics in special areas of chemistry. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

**CHEM 4210***Advanced Inorganic Chemistry (3-3-4)*

A study of advanced topics in inorganic chemistry including molecular orbital theory, coordination chemistry, descriptive chemistry of the elements, atomic structure and nuclear chemistry. *Prerequisite(s): CHEM 1212 (C or better; CHEM 3412 recommended).*

**CHEM 4541***Biochemistry for Premeds (3-0-3)*

The physical chemistry of macromolecules. An examination of the chemical behavior of amino acids, proteins, lipids, carbohydrates, and nucleic acids, emphasizing the relationship between structure and physiological function. This course is intended for non-chemistry and pre-professional majors who do not need a laboratory component. Students needing a laboratory component should enroll in CHEM 4551. *Prerequisite(s): CHEM 3412; MATH 1220 or 2011 (C or better in each).*

**CHEM 4551***Biochemistry I: Physical Biochemistry (3-3-4)*

The physical chemistry of macromolecules. An examination of the chemical behavior of amino acids, proteins, lipids, carbohydrates, and nucleic acids, emphasizing the relationship between structure and physiological function. *Prerequisite(s): CHEM 1212 and 3412; MATH 2011 or 1220 (C or better in each).*

**CHEM 4552***Biochemistry II: Bioenergetics and Metabolism (3-0-3)*

A study of the metabolism of carbohydrates, lipids, amino acids, nucleotides, and related compounds; the regulation and energetic of the metabolic pathways; and oxidative and photophosphorylation. *Prerequisite(s): CHEM 4541 (C or better) or CHEM 4551 (C or better) or permission of the instructor.*

**CHEM 4830***Principles of Instrument Design (2-3-3)*

A study of instruments including signal transducers, signal conditioning, and computer data logging. Logic gates, digital control, counters, analog-to-digital conversion and spectroscopic techniques will be discussed as needed. *Prerequisite(s): CHEM 2810 or PHYS 3011; and PHYS 1112 or 2212; (C or better in each) or permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**CHEM 4840***Instrumental Analysis (3-3-4)*

Theories and applications of instrumental methods of analysis. Spectroscopic techniques (including atomic absorption, ultraviolet/visible, infrared, and fluorescence spectroscopy), separations and electrochemistry will be discussed. *Prerequisite(s): CHEM 2810, CHEM 3412 ( C or better in each).*

**CHEM 4950***Selected Topics (V)*

Designed to explore areas of chemistry not in the normal curriculum. Topics may include heterocyclic, organometallic, medicinal, or forensic chemistry. May be repeated for credit. *Prerequisite(s): CHEM 3412 (C or better).*

**CHEM 4960***Undergraduate Internship (V, 1 to 15)*

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta State University and the cooperating institution or agency. *Prerequisite(s): Permission of the instructor.*

**CHEM 4990***Undergraduate Research (V)*

Individual modern chemical research. A minimum of three hours of laboratory work per week for each semester hour of credit. Report/thesis required. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

## COMC - Communication Courses

**COMC 2010***Communications and Culture (3-0-3)*

A study of the history, organization, politics, economics, control, regulation, and effects of the mass media and affiliated industries, particularly in the United States. Issues of influence on the media by, as well as media influence on, government, politics, industry, society, culture, international relations, and the audience are addressed through discussion, reading, and writing-intensive assignments. *Prerequisite(s): ENGL 1101- 1102 or ENGL 1113-1114, with a grade of C or better in each.*

**COMC 3000***Media Law and Ethics (3-0-3)*

A broad application of the principles of law and ethics to the mass communications media, media practice, advertising, freedom of information, libel, contempt of court, copyright, private and self/professional censorship. Required for all communications majors except for those following the drama track. *Prerequisite(s): COMC 2010 or permission of the instructor.*

**COMC 3100***Communications for Professionals (3-0-3)*

A skill-building course in various forms of professional oral and written communication. Included are business memo and letter writing, short report writing, informal and formal oral presentations, and the use of modern technology to improve written and oral presentations. Students will learn and demonstrate skills in organizing, writing, and presenting factual, promotional, attitudinal, and technical materials for various audiences. Technology will include current library research methods for business, presentation software, and communication media. *Prerequisite(s): ENGL 1102 with a grade of C or better, COMS 1010, and MINF 2201 or CSCI 1200 or equivalent.*

**COMC 6100***Communication for Managers (3-0-3)*

The course emphasizes informative oral, written, and electronic media communication theory and skills for effective private and public sector managers. Students will have the opportunity to learn the basics of good letter and memo writing, as well as news releases, media interviews, graphics and crisis management. To be taken within the first two semesters of enrollment. *Prerequisite(s): Graduate (MBA) student status and MGMT 3500.*

## COMD - Drama Courses

**COMD 2100***Performance Practicum (Variable 1-2)*

Participation as an actor in an ASU Theater production. May be repeated. *Prerequisite(s): Permission of instructor.*

**COMD 2200***Production Practicum (Variable 1-2)*

Participation as a crew member or shopworker in an ASU Theater production. May be repeated. *Prerequisite(s): Permission of instructor.*

**COMD 2210***Introduction to Theatre (3-0-3)*

Experiential, conceptual, historical, and cultural study of theatre as a unique form of artistic expression and mirror of human experiences and values throughout the world; survey of constituent elements of a theatrical work and its major forms of expression. Attendance at live theatre productions required. *Prerequisite(s): None.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**COMD 2250***Acting I: Acting Workshop (3-0-3)*

An introduction to the craft of the actor, including training in voice, movement, emotional sensitivity, improvisation, and scene study. *Prerequisite(s): None.*

**COMD 2550***Stagecraft (2-2-3)*

A survey of the techniques for designing, building, painting, costuming, and managing a production. Included is a lab practicum, which provides the hands-on experience needed for the understanding of the techniques. *Prerequisite(s): None.*

**COMD 2950***Selected Topics (3-0-3)*

A study of various aspects of theatre (acting, directing, scene design, stage technology, costuming, theatre management, and related areas of performance and production) of interest to lower-division undergraduate students.

**COMD 3000 / COMS 3000***Voice and Diction (3-0-3)*

This course covers vocal production (voice, pitch, tone, projection, and articulation) and uses mastery of general American phonetics to train students to hear distinctions in vocal sounds. Students will explore language codes and dialects of the English language, with emphasis on Standard American English as it applies to professional standards of oral communication. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMD 3100***Performance Practicum (Variable 1-2)*

Participation as an actor in an ASU Theater production. May be repeated for up to four credit hours. *Prerequisite(s): permission of instructor.*

**COMD 3200***Production Practicum (Variable 1-2)*

Participation as a crew member or shopworker in an ASU Theater production. May be repeated for up to four credit hours. *Prerequisite(s): permission of instructor.*

**COMD 3221 / ENGL 3221***History of the Theatre I (3-0-3)*

An introduction to the art of theatre, as well as an historical survey, of the development of Western drama from Ancient Greece to the Elizabethan Era. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a grade of C or better; HUMN 2002*

**COMD 3222 / ENGL 3222***History of the Theatre II (3-0-3)*

A continuation of COMD 3221, beginning with English Restoration; a study of the history of stage design and technology and the development of dramatic literature to the Modern period. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a grade of C or better; HUMN 2002.*

**COMD 3250***Acting II: Scene Study (3-0-3)*

A continuation of COMD 2250. A study of text and subtext, the course will concentrate on scene study and character analysis. *Prerequisite(s): COMC 2010 with a grade of C or better; COMD 2250 with a grade of C or better.*

**COMD 3620 / COMW 3620 / ENGL 3620***Writing for the Theatre (3-0-3)*

A workshop in the writing of one-act and full-length plays or screenplays. Topics include Aristotle and dramatic theory, plot structure, character, dialogue, naturalism, symbolism, theme, production problems, and manuscript format. Students will write a one-act play or a short screen play. Students cannot receive credit for more than one of the following: ENGL 3620, COMD 3620, and COMW 3620. *Prerequisite(s): COMC 2010.*

**COMD 3710***Directing (3-0-3)*

A study of the fundamental techniques of stage directing. We will study stage space, blocking and movement, script analysis and interpretation, and style. Reading, discussions, laboratory work, the directing of scenes and one-act plays, and the creation of a prompt book are required. *Prerequisite(s): COMC 2010; COMD 3221 or COMD 3222; or permission of the instructor.*

**COMD 3750***Scenography I (3-0-3)*

Basic principles and techniques of design in contemporary performing arts, including the development and practice of designing scenery, costumes, lighting, and other visual aspects of stage and media production. *Prerequisite(s): COMD 2250; COMD 3221 or COMD 3222; or permission of instructor for non-majors.*

**COMD 3850***Stage Management (3-0-3)*

A survey of the organization and practical application and execution of performance events. Emphasis will be on details concerning planning, budgeting, and coordination of all production areas as well as duties related to rehearsal, performance, and post-performance procedures. *Prerequisite(s): COMC 2010, COMD 2250 and COMD 2550, each with a grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**COMD 4010 / COMT 4010***Performance for the Camera (3-0-3)*

An introduction to the craft of performing in video, film, and for the radio. The class will perform from film and video plays, read "copy," and present news programs for television. *Prerequisite(s): COMC 2010.*

**COMD 4210***Acting III: Period Styles (3-0-3)*

The problems of enacting period literature from Greek to early twentieth century. Students address problems of deportment and stage movement, diction, and meter. Scenes performed from Greek, Roman, Renaissance, Restoration, and early Modern repertoires. *Prerequisite(s): COMD 3250 or permission of the instructor.*

**COMD 4220 / ENGL 4220***Contemporary Theatre (3-0-3)*

A survey of major world dramatists and their works, from the end of the nineteenth century to the present. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a grade of C or better; HUMN 2002.*

**COMD 4420 / ENGL 4420***Shakespeare (3-0-3)*

The major histories, comedies, and tragedies: the Elizabethan theater. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a grade of C or better; HUMN 2002.*

**COMD 4750***Scenography II (3-0-3)*

Advanced study in design for contemporary performing arts. Student may choose to focus on two of the four design areas covered in COMD 3750, or develop a professional-quality portfolio incorporating all design work. Work developed at this level may be selected for main stage theatre productions. *Prerequisite(s): COMD 3200 and COMD 3750.*

**COMD 4950***Selected Topics (3-0-3)*

A directed theater project, such as lighting a production for the stage, designing a set, directing a production, or participating in a seminar on a particular subject. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUMN 2001 with a grade of C or better.*

**COMD 4960***Internship (Variable 1 - 3)*

In-service learning experience in theater. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUMN 2001-2002 with a grade of C or better. Senior standing, and permission of the instructor.*

**COMD 4970***Senior Thesis/Project (3-0-3)*

Capstone course including a historical/analytical thesis and/or project in literature, history, theory, design, or performance. Written component for all projects is mandatory. Students will also put together their portfolios and résumés for Portfolio Review in this class. To be directed by at least one theatre instructor and juried by a committee selected from the Department of Communications and Professional Writing faculty. *Prerequisite(s): COMD 3100, COMD 3200, senior level status, and permission of the instructor.*

## COMJ - Journalism Courses

**COMJ 3010***History of Journalism (3-0-3)*

Study of the development of American journalism and the mass media from colonial times to the present. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a C or better; COMC 2010, or permission of instructor.*

**COMJ 3020***Introduction to Newswriting (3-0-3)*

Study of various news gathering and writing techniques; practical assignments written to a deadline. *Prerequisite(s): For Communications majors: ENGL 1101-1102 or ENGL 1113-1114, HUMN 2001, with a C or better, COMC 2010, with a C or better, or permission of instructor; for English majors: ENGL 1101-1102 or ENGL 1113-1114, HUMN 2001-2002, and ENGL 2250.*

**COMJ 3030 / ENGL 3683***Feature Writing (3-0-3)*

A practical course in writing and marketing various types of feature articles for newspapers, magazines, and other periodicals. Students cannot receive credit for both ENGL 3683 and COMJ 3030. *Prerequisite(s): COMJ 3020 with a C or better, or permission of instructor.*

**COMJ 3040 / COMT 3040***Broadcast Journalism (3-V-3)*

Historical overview of broadcast journalism in America: processing local and wire service news for radio and television newscasts; researching, writing and producing broadcast news stories for production in a radio or television project. Significant reading and writing assignments. *Prerequisite(s): COMC 2010.*

**COMJ 3041***Student Newspaper Practicum 1 (V-2-1)*

Students will gather, compile, and set copy for campus briefs; assist with paste-up; and write stories assigned by an editor. *Prerequisite(s): COMC 2010 and COMJ 3020 with a C or better, or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**COMJ 3042***Student Newspaper Practicum 2 (V-3-2)*

Students will proofread copy, write stories assigned by an editor, and cover a beat for the semester, participate in staff meetings, and learn procedures for laying out the newspaper. *Prerequisite(s): COMC 2010 and COMJ 3020 and COMJ 3041 or permission of Instructor.*

**COMJ 4010***Copy Editing and Layout (3-0-3)*

Methods of preparing all types of news copy for publication; analysis of page makeup and headline writing. *Prerequisite(s): Communications majors: ENGL 1101-1102 or ENGL 1113-1114, HUMN 2001 (with C or better), COMC 2010 (with C or better) or permission of instructor; for English majors: ENGL 1101-1102 or ENGL 1113-1114, HUMN 2001-2002, and ENGL 2250.*

**COMJ 4020***Advanced Reporting (3-0-3)*

Study of and practice in more specialized and complex forms of news gathering and writing, including such topics as civic reporting, in-depth and investigative reporting, multi-part series, doing research using paper and electronic sources, interpreting and using numbers. *Prerequisite(s): COMJ 3020.*

**COMJ 4950***Selected Topics (3-0-3)*

A directed project or class in an advanced journalism topic such as freelancing, community reporting, documentary journalism, reviewing, etc. *Prerequisite(s): COMJ 3020 with a C or better or permission of instructor.*

**COMJ 4960***Internship/Practicum (Variable)*

In-service learning experience in electronic or print media. *Prerequisite(s): COMJ 3020 with a C or better or permission of instructor.*

## COMP - Public Relations Courses

**COMP 3041***Magazine Writing and Production I (1-0-1)*

Basic instruction on magazine writing and production in the introduction course. Students will practice the skills they learn by creating magazine articles, layouts, ads, etc., that may be used in the professional portfolios. These materials may be published by the ASU magazine, the *Phoenix*. *Prerequisite(s): COMC 2010 and COMJ 3020, or permission of the instructor.*

**COMP 3042***Magazine Writing and Production II (2-0-2)*

Advanced instruction and experience in magazine writing and production. Students are required to write articles for the *Phoenix* magazine that conform to professional standards and to contribute in other creative and business areas of magazine production. *Prerequisite(s): COMC 2010, COMP 3041, and COMJ 3020, or permission of the instructor.*

**COMP 3200***Public Relations Writing (3-0-3)*

Study of various forms of public relations writing used in both corporate and non-profit settings. *Prerequisite(s): COMC 2010 and COMJ 3020, or permission of the instructor.*

**COMP 3501***Publication Production I (3-0-3)*

Introduction to desktop publishing software and techniques used in production of fliers, brochures, newsletters and print advertising. *Prerequisite(s): COMC 2010 or permission of the instructor.*

**COMP 3502***Web Publication Design (3-0-3)*

Instruction in photo-editing software, web-page layout software, and advanced design techniques used in print and web communications. *Prerequisite(s): COMC 2010 or permission of the instructor.*

**COMP 3600***Public Relations Practices (3-0-3)*

An introduction to the field of public relations. The course includes a study of the publics served and an evaluation of the effectiveness of public relations campaigns with concentration on image building. *Prerequisite(s): COMC 2010 or permission of the instructor.*

**COMP 3700***Advertising Strategy and Campaigns (3-0-3)*

An introduction to the history and theory of advertising, including the setting of ad objectives, handling campaigns and measuring results. *Prerequisite(s): COMC 2010 or permission of the instructor.*

**COMP 4100***Public Relations Theory and Cases (3-0-3)*

A survey of public relations theories. Students will be introduced to audience, media, psychological, sociological, and learning theories that are relevant to the practice of public relations. Instruction in practical uses of theory will be addressed through the vehicle of case studies. *Prerequisite(s): COMC 2010 and COMP 3600.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**COMP 4500***Communications Campaigns (3-0-3)*

This is the capstone course for the PR track. In this class, students will undertake a public relations campaign for an actual client. The campaign should demonstrate the student's skills in PR planning, research, writing, and design. Students will also put together their portfolios and résumés in this class. *Prerequisite(s): COMC 2010 and COMP 3600 with a grade of C or better, and senior standing or permission of the instructor.*

**COMP 4700***Creative Strategy in Advertising (3-0-3)*

A study of the principles and practices involved in preparing copy and designs for all media. Students will design projects appropriate for broadcast, print, outdoor, transit and specialty advertising. *Prerequisite(s): COMC 2010 and COMP 3700, or permission of the instructor.*

**COMP 4950***Selected Topics (3-0-3)*

Study of various topics relating to public relations and advertising. *Prerequisite(s): COMC 2010 or permission of the instructor.*

**COMP 4960***Internship/Practicum (3-0-3)*

In-service learning experience in electronic or print media. *Prerequisite(s): COMC 2010 or permission of the instructor.*

## **COMS – Communication Studies Courses**

**COMS 1010***Introduction to Human Communication (2-0-2)*

An introduction to the communication process focusing on effectiveness in day to day communication opportunities as well as basic public speaking skills. *Students cannot receive credit for both COMS 1010 and COMS 1020.*

**COMS 1020***Fundamentals of Human Communication (3-0-3)*

An overview of the various disciplines of communication: intrapersonal communication, interpersonal communication, small group communication, and public communication. *Students cannot receive credit for both COMS 1010 and COMS 1020.*

**COMS 3000 / COMD 3000***Voice and Diction (3-0-3)*

This course covers vocal production (voice, pitch, tone, projection, and articulation) and uses mastery of general American phonetics to train students to hear distinctions in vocal sounds. Students will explore language codes and dialects of the English language, with emphasis on Standard American English as it applies to professional standards of oral communication. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 3010***Human Communication Theory (3-0-3)*

This course will review the major theories, concepts, and models of human communication and provide the necessary vocabulary to discuss theory. This course will also expose students to a variety of theoretical viewpoints. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade C or better, and COMC 2010 or permission of instructor.*

**COMS 3040***Interpersonal Communication (3-0-3)*

This course addresses the theories and practice of interpersonal communication. Topics to be explored include family communication, friendship communication, communication in romantic relationships, and conflict in interpersonal relationships. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 3070***Organizational Communication (3-0-3)*

This course examines various approaches to the study of communication as it occurs in various small group and organizational contexts. Particular emphasis is placed on relationships, motivation, structure, and power within organizations. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 3100***Intercultural Communication (3-0-3)*

This course explores intercultural theories and research and examines the interactions of members of various cultures. Barriers to effective intercultural communication will be examined, as will methods of improving intercultural communication. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 3110***Advanced Public Speaking (3-0-3)*

This course examines the principles used when speaking in informative, persuasive and small group situations. Researching skills and use of audiovisual technology will be learned and applied. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**COMS 3200***Political Communication (3-0-3)*

This course studies the theory and practice of political communication as applied to all levels of government, but with special emphasis on state and national government. The course may include guest lectures from media, political, and court figures. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 3250***Persuasion (3-0-3)*

This course explores how communication influences perceptions, thoughts, and actions. Students learn the skills necessary to critically analyze persuasive communication in various contexts, including speeches, advertising, and popular culture. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 4110***Argumentation and Debate (3-0-3)*

This course provides extensive training in critical thinking, listening, reading, and advocacy. Students learn to prepare logical, sound, and reasoned arguments. Emphasis is placed on the ability to anticipate and address various alternative perspectives on controversial issues in crafting arguments. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 4120/WMST 4120***Gender and Communication (3-0-3)*

This course explores gendered communication patterns in a variety of contexts and examines how communication creates and reinforces gender. Theories that explain how culture shapes gendered communication and how gendered communication shapes culture will be examined. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 4130***Rhetoric of Social Movements (3-0-3)*

This course examines the role of communication in the development and life of a social movement. Students will examine social movements as public communication and will learn to analyze the rhetorical strategies employed by several specific social movements. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 4950***Selected Topics (3-0-3)*

This course entails advanced study of a specialized topic in speech communication. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010 with a grade of C or better, and COMC 2010 or permission of instructor.*

**COMS 4970***Senior Capstone Project (3-0-3)*

Each Communications major with a concentration in Communication Studies is required to design and execute an independent senior capstone project. The parameters of the project will be set by the student in consultation with Communication Studies senior capstone project advisor. The student will initiate the project process in the first semester of his/her senior year, and register for COMS 4970 during the last semester of his/her senior year. *Prerequisite(s): COMS 1010 or COMS 1020 or HONR 1010; COMC 2010; three of the following courses COMS 3110, COMS 3040, COMC 3000, COMS 3010, COMS 3250. All courses must be passed with a grade of C or better. Requires permission of the instructor.*

## COMT – Television and Cinema

**COMT 3000***Introduction to Filmmaking (3-V-3)*

This course is designed as an introduction for students who will be directly or indirectly involved with electronic media production. Historical background along with practical production skills and technologies, including the Macintosh OS and Apple's iLife suite of tools will be investigated in depth. The students will examine the difference between film and video and analog and digital technologies. Concepts and information learned in this class will be utilized in future communications classes.

**COMT 3020***Introduction to Television Production (4-V-3)*

This entry-level course in television production emphasizes the basics of cameras, microphones, support audio, lighting, recording, graphics, producing, directing and program development and management in a studio environment. Students will research, write and produce a studio television program. *Prerequisite(s): COMC 2010, COMT 3000.*

**COMT 3022***Theories and Techniques of Editing (3-V-3)*

An introductory course in the theory and application of picture and sound editing. Discussion and initial hands-on use of analog and digital systems. Editing techniques such as capturing, digitizing, color correction, and first assembly are analyzed. *Prerequisite(s): COMS 2110, COMT 3000.*

**COMT 3030***Introduction to Electronic Field Production (EFP) (4-V-3)*

Entry-level course in location production of television news and feature packages. The study and practice of contemporary news and news feature production using electronic news gathering (ENG) and electronic field production (EFP) techniques.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

Students will research, write, produce and edit a complete story which can be added to their portfolio. *Prerequisite(s): COMC 2010, COMT 3000.*

**COMT 3040 / COMJ 3040**

*Broadcast Journalism (3-V-3)*

Historical overview of broadcast journalism in America. Processing local and wire service news for radio and television newscasts. Researching, writing and producing broadcast news stories for production in a radio or television project. Significant reading and writing assignments. *Prerequisite(s): COMC 2010.*

**COMT 3050**

*Introduction to Film History (3-0-3)*

A study of the history and technique of the motion picture concentrating on film from 1890 to 1960. *Prerequisite(s): COMC 2010.*

**COMT 3055**

*History of Film II - 1960 to Present (3-0-3)*

A look at how the films produced after 1960 began to reflect the social, political and economic situations in America. Significant emphasis will be placed on the classic films of the 1970s - a time of upheaval in America that resulted in outstanding filmmaking and, ultimately, the recognition of film as a major art form. *Prerequisite(s): COMC 2010.*

**COMT 3060**

*The Business of Television (3-V-3)*

Discussion and production of contemporary business applications of radio, television and evolving technologies. Significant emphasis on oral presentation skills. Students create and produce audio and video teleconferences, multimedia meetings and distance training. *Prerequisite(s): COMC 2010.*

**COMT 3070**

*Film Appreciation (3-0-3)*

An introduction to the art of the motion picture, including a consideration of camera movement, camera angles, lighting, editing, mise en scene, acting, plot and story. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUM 2001-2002, and COMC 2010.*

**COMT 3220**

*Digital Techniques for Television and Cinema (3-V-3)*

In the fields of television and cinema, knowing different digital software packages and techniques is a must. This course introduces and teaches a number of digital software technologies that can be used in cinema, broadcast and other media based industries. Students will learn the various digital file types, how to manipulate them, and how to incorporate them into a variety of multimedia projects. *Prerequisite(s): COMC 2010, COMT 3000.*

**COMT 3222**

*Independent Filmmaking (3-V-3)*

Unleash your creativity with moving pictures. Film is an amazing art form because of its size, texture, and impact. Learn the fundamentals of filmmaking (history, cameras, film stocks, and techniques) and how it all fits into the current digital revolution. Examine independent and experimental films and learn how they were made. *Prerequisite(s): COMC 2010, COMT 3000.*

**COMT 3224**

*Documentary Filmmaking (3-V-3)*

Documentary filmmaking emphasizes production as a process of discovery, experimentation, and collaboration between subject and filmmaker. This class will introduce students to the documentary format. Students will explore developing methodologies, shooting styles, and editorial strategies. Students will watch, discuss, analyze, and produce a documentary film. *Prerequisite(s): COMC 2010, COMT 3000.*

**COMT 4000**

*Digital Techniques of Editing (3-V-3)*

An advanced course in the theory and application of digital software editing, including in-depth use of digital editing software. The refinement of editing techniques, editing rhythms, and unifying material will be emphasized that integrates and complements the editing process. *Prerequisite(s): COMS 2010, COMT 3000, COMC 3000, COMT3040, or COMJ 3020.*

**COMT 4010 / COMD 4010**

*Performance for the Camera (3-0-3)*

An introduction to the craft of performing in video, film, and for the radio. The class will perform from film and video plays, read "copy," and present news programs for television. *Prerequisite(s): COMC 2010.*

**COMT 4030**

*Filmmaking for the Web (4-V-3)*

This class examines digital environments and instructs students in understanding new principles and skills for creating video and audio for the web. The course will cover file formats, creation, editing and delivery of professional moving images and audio files for viewing and interaction. *Prerequisite(s): COMC 2010.*

**COMT 4050**

*History of Television (3-V-3)*

This course gives students the opportunity to watch the medium evolve from its beginnings in the late 1940s to the present. Students will have the opportunity to see the work of pioneers in news and entertainment, and learn how each genre evolved as a reflection of the events and lifestyles of the second half of the 20<sup>th</sup> century. Video unseen for decades will be screened and analyzed. *Prerequisite(s): COMC 2010.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**COMT 4200***Writing for Television (3-V-3)*

This is a workshop for new writers who are willing to investigate their talents as writers through experience in writing a variety of television genres, including situation comedies, dramatic shows, and sketch comedy programs. Students will adapt style of writing to the needs of each situation or program as well as analyze and evaluate the structure and effectiveness of specific programs. *Prerequisite(s): COMC 2010.*

**COMT 4950***Special Topics (3-0-3)*

Advanced-level production projects in radio and television or specialized courses in topics such as current trends in broadcast production, programming and technology, etc. *Prerequisite(s): COMC 2010, COMC 3000, COMT 3000, COMT 3040, or COMJ 3020.*

**COMT 4960***Internship in Television and Cinema ( 3-V-1 to 3)*

Senior level, in-service radio, television or related field program available as an elective to Telecommunication track students who have completed all required Television and Cinema track courses with a grade of C or better. Permission of the instructor, a portfolio, a GPA 3.0 or higher. An employer interview may be required. *Prerequisite(s): Senior level status and permission of instructor.*

**COMT 4970***Senior Thesis/Project in Television and Cinema (3-0-3)*

Capstone course including historical/analytical thesis and/or project in production, programming, journalism, media and society or market/audience analysis. Written component for all projects mandatory. *Prerequisite(s): Senior level status and permission of instructor.*

## COMW - Professional Writing Courses

**COMW 3600 / ENGL 3600***Creative Writing Workshop (Sandhills) (3-0-3)*

Study and application of the techniques of fiction, poetry, and drama. Enrollment in this course entails free participation in the Sandhills Writers Conference, attendance at its sessions, and individual conferences with and critiques by its staff. Students cannot receive credit for both ENGL 3600 and COMW 3600. *Prerequisite(s): COMC 2010.*

**COMW 3610***Writing Book-Length Prose (3-0-3)*

A workshop-based course which develops each student's idea for a book-length prose work through the critique of several chapters during the semester. The idea may be drawn from prose types including the novel, inspirational writing, autobiography, family history, nature writing, and long-form feature. The course will provide information on writing the book proposal and finding a literary agent. *Prerequisite(s): COMC 2010 or permission of the instructor.*

**COMW 3620 / COMD 3620 / ENGL 3620***Writing for the Theatre (3-0-3)*

A workshop in the writing of one-act and full-length plays or screenplays. Topics include Aristotle and dramatic theory, plot structure, character, dialogue, naturalism, symbolism, theme, production problems, and manuscript format. Students will write a one-act play or a short screenplay. Students cannot receive credit for more than one of the following: ENGL 3620, COMD 3620, and COMW 3620. *Prerequisite(s): COMC 2010.*

**COMW 3630 / ENGL 3630***Writing Song Lyrics and Poems (3-0-3)*

An introductory course in the writing of verse and poetry. Students will study successful songs and poems and write numerous songs and poems of their own. Some studio recording and public reading of selected student writing will be required. Students cannot receive credit for both ENGL 3630 and COMW 3630. *Prerequisite(s): COMC 2010.*

**COMW 3650 / ENGL 3650***Grant Writing (3-0-3)*

An introduction to the basic concepts, strategies, and practices essential for producing effective grant proposals. Integrates study of grant-writing theory and mechanics with assignments that enable students to apply knowledge in practical form. Develops skills useful to majors across the curriculum and applicable in various professional careers. Students cannot receive credit for both ENGL 3650 and COMW 3650. *Prerequisite(s): COMC 2010.*

**COMW 3660***Writing Online (3-0-3)*

Intensive study of writing that takes place online. Focus will be on the challenges of collaborative writing over long distance, online publications, blogs, web pages, emails, messaging, "open-source" writing, and how these forms of writing differ from hard copy writing. Emphasis will be placed on online writing issues confronted in a workplace setting. *Prerequisite(s): COMC 2010.*

**COMW 3670***Graphics for Technical Documents (3-0-3)*

Study of the theory and practice of forms of graphics used in business documents, including: basic text enhancements, photographs, charts, graphs, tables, pictographs, diagrams, drawings, icons. Students will explore the effective use of color and other visual enhancements in graphics and effective placement within a document. While learning to render graphics on the computer, students will study how graphics choices persuade the reader, reinforce the document text, and how graphics

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

can effectively manipulate data interpretation through tone and appropriate graphics modes. Students will learn appropriate and effective methods of integration of graphic materials with written text. Additionally, students will learn successful use of graphics in oral presentation of a technical document. *Prerequisite(s): COMC 2010.*

**COMW 3675**

*Writing Across Cultures (3-0-3)*

This course examines theories and practices of written document styles, forms and format choices across various cultures, especially in the context of international exchange in the technical and business fields. We will study imbedded cultural assumptions, cultural taboos, and varying protocols in the writing, method of distribution, and initiation of written technical documents for a multi-cultural audience. *Prerequisite(s): COMC 2010.*

**COMW 3680 / ENGL 3680**

*Technical Writing (3-0-3)*

Intensive study of the theory and practice of writing procedures, proposals, grants, manuals, reports, summaries of technical processes, basic forms of business correspondence, and of creating effective supporting graphics. Attention is given to editing skills, effective use of format, headings, table of contents, and appendices, and mastery of tone manipulation through vocabulary, syntax, content, and layout. Students communicate complex subject matter to specific audiences, lay and technical, in primary technical forms. Students cannot receive credit for both ENGL 3680 and COMW 3680. *Prerequisite(s): COMC 2010.*

**COMW 4610**

*The Literary Marketplace (3-0-3)*

A study of the writer in the professional world, this course provides students with marketing skills needed for getting various genres of creative writing published in national print and web-based publications. The course explores the roles of editors and agents, book and music publishers, and covers areas of the publishing business such as contracts, copyright, adaptations, collaborations, manuscript preparation, editing, and ethics. *Prerequisite(s): COMC 2010 or Permission of Instructor.*

**COMW 4940**

*Writing Creative Non-Fiction (3-0-3)*

A course in writing creative non-fiction. Students will learn how to apply proven techniques of the genre to their own creative nonfiction works, analyze numerous models, and receive feedback from classmates and the instructor. Emphasis will be placed on the flexibility of the form to include memoir writing, feature stories, essays in verse, and the mosaic essay. *Prerequisite(s): English 1101-1102 or 1113-1114; and COMW 3600 or permission of the instructor.*

**COMW 4950**

*Selected Topics (3-0-3)*

Intensive study of a specialized topic of professional or creative writing. *Prerequisite(s): COMC 2010.*

**COMW 4960**

*Internship in Professional Writing (3-0-3)*

In-service learning experience in the field of professional writing. *Prerequisite(s): COMC 2010, senior status and permission of instructor.*

## COOP - Cooperative Education

Note: The following zero hour, non-graded courses are for transcript documentation only.

**COOP 2000**

*Alternating Cooperative Education (0-0-0)*

The student participates in a Co-op work experience related to his or her field of study and alternates between semesters of full-time work and enrollment in school full-time. Registration for this course during work semesters is equivalent to full-time student status. Alternating positions require a minimum of two work terms. *Prerequisite(s): Minimum overall GPA (cumulative or adjusted) of 2.5, a declared major, with at least 24 semester hours complete toward a baccalaureate degree or one full semester (9 hours) toward a master's degree or post-baccalaureate work. Approval from the Career Center's Cooperative Education Office.*

**COOP 2001**

*Parallel Cooperative Education (0-0-0)*

A part-time, on-going work plan directly related to the student's field of study. Students must work a minimum of fifteen hours per week while continuing enrollment in school. The student can only maintain full-time academic status by being enrolled as a full-time student concurrent with their work plan. *Prerequisite(s): Minimum overall GPA (cumulative or adjusted) of 2.5, a declared major, with at least 24 semester hours complete toward a baccalaureate degree or one full semester (9 hours) toward a master's degree or post-baccalaureate work. Minimum of two terms of work experience and approval from the Career Center's Cooperative Education Office.*

**COOP 2002**

*Internship (0-0-0)*

A one semester, non-credit, paid work experience related to the student's field of study. The number of work hours is determined by the student's individual academic needs and the agency's needs. This course number is not used if the student is enrolled in an internship for credit with an academic department. Registration for this course is equivalent to full-time student status only if the internship is full-time and the student is not enrolled for course work concurrently during this period. *Prerequisite(s): Minimum overall GPA (cumulative or adjusted) of 2.5, a declared major, with at least 24 semester hours complete toward a*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

*baccalaureate degree or one full semester (9 hours) toward a master's degree or post- baccalaureate work. Minimum of one term of work experience and approval from the Career Center's Cooperative Education Office.*

## **COUN - Counseling Education**

Before registering for any of the following courses, an advisor in Counselor Education must be seen. The sequence of the courses is very important.

**COUN 6620** *Human Growth and Development for Counselors (3-0-3)*  
The course is designed to broaden understanding of human growth and development across the life span with emphasis on the interwoven domains of development (physical, cognitive, social, and emotional) and the contextual factors influencing each. Theoretical, practical, and research perspectives will be examined as they apply to the profession of counseling.

**COUN 6630** *Professional Orientation and Ethics (3-0-3)*  
This course is an introduction to the role, responsibilities, identity, and functions of the professional counselor. It will also provide basic legal and ethical information for issues involving school and community counselors. Resources will be provided to assist students in processing and confronting a variety of professional and ethical issues that do not have specific or clear solutions. Ideas will be exchanged to help clarify individual positions on many current issues that must be met by counselors.

**COUN 6660** *Communication Skills in Counseling (3-0-3)*  
A didactic and experiential study of the core dimensions of counseling practice that include verbal and non-verbal skills aimed at establishing an empathic relationship that facilitates the client's exploration of developmental problems and assists the client's transition to awareness and initiating steps toward cognitive/behavioral change.

**COUN 6680** *Theories and Techniques of Counseling (3-0-3)*  
An introduction to the theoretical approaches to counseling and their practical applications in a variety of clinical settings. Students will examine the effects of different counselor roles and values, ethical and legal considerations, and professional organizations.

**COUN 6700 / 7700** *Marriage and Family Counseling (3-0-3)*  
An introduction to the principles of family systems theory and their applications in family therapy practice. Included are family life cycle development, stages of relationships, premarital assessment, marriage enrichment, intervention strategies, divorce adjustment, and issues such as codependency, single-parent families, and child, spouse, and elderly abuse. Specific techniques for conducting marriage and family therapy will be presented along with considerations of current issues and ethical practices. Students completing the course at the 7700 level will complete additional assignments.

**COUN 6720** *Career Development Theories and Practice (3-0-3)*  
This course will provide student counselors with the knowledge and skills necessary to conduct career counseling aimed at providing clients insight and direction related to their vocational goals. Students will examine theories of career development, sources of occupational and educational information, life-style and career decision-making processes, assessment instruments and program development.

**COUN 6760** *Diversity Sensitivity in Counseling (3-0-3)*  
This course is designed to introduce the counselor trainee to the many aspects of counseling which are important to specific considerations for persons of a race, ethnicity, nationality, gender, sexual orientation, age, or physical disability different from her or his own race, ethnicity, nationality, gender, sexual orientation, age, or physical disability.

**COUN 6770** *Crisis Intervention Counseling (3-V-3)*  
This course is designed to prepare students to respond effectively in critical situations, and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crises interventions are founded on theory and be able to apply that theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crisis.

**COUN 6780 / 7780** *School Counseling (3-V-3)*  
The course will provide an introduction to current concepts relative to the school counseling profession. Practical application of concepts within the diverse range of school environments will be covered. Structuring and implementation of a feasible, comprehensive school counseling program will be emphasized. Students completing this course at the 7780 level will complete additional course requirements. *Prerequisite(s): COUN 6630 and COUN 6660, or permission of the instructor.*

**COUN 6790 / 7790** *Community Counseling (3-V-3)*  
The practice of community counseling will be discussed as well as the most current issues and practices for community work in the 21st century. Special emphasis will be placed on the practice of diversity, ethics, and the role of the counselor as a change agent and advocate. This course will include planning and implementing productive community counseling programs,

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

providing students with a basic understanding of the role of the community counselor, service offered by community agencies and information regarding the settings in which they are offered. Students completing this course at the 7790 level will complete additional course requirements. *Prerequisite(s): COUN 6630 and COUN 6660.*

**COUN 6800 / 7800**

*Assessment, Diagnosis, and Intervention (3-0-3)*

This course is designed to provide students with an opportunity to develop a knowledge base regarding the nomenclature and criteria imperative in the analysis and diagnosis of mental disorders. The student will also have an opportunity to become acquainted with treatment suggestions and crises intervention techniques. Students completing this course at the 7800 level will complete additional course requirements.

**COUN 6820**

*Administration and Consultation for School Counselors (3-0-3)*

This is a didactic/experiential course providing beginning counselors with the knowledge necessary to: 1) develop and administer a comprehensive counseling program in school or community settings, and 2) develop the skills necessary to function as a consultant in psycho-educational and organizational settings. *Prerequisite(s): COUN 6780/7780.*

**COUN 6840**

*Introduction to Addictions Counseling (3-0-3)*

This course is specifically designed to function as a specialty course in the graduate counselor training program. The course experience provides an overview of the strategies, methods, and knowledge necessary for the effective identification and treatment of a broad range of addictive behaviors. The course will examine the biological, psychological, sociological, and behavioral components of addiction. As such, the course will focus on such issues as drug effects, assessment and diagnosis, counseling interventions, effects on family functioning and family interventions, relapse prevention, change maintenance strategies, primary prevention programming, and the related research.

**COUN 6860 / 7860**

*Counseling Children and Adolescents (3-0-3)*

This course has been specifically designed for graduate students specializing in the school counseling track and for those students in the community counseling specialty who hold a professional interest in working extensively with children and adolescents in a variety of community practice settings. The course is designed to address both theoretical and practice aspects of counseling children. The course will synthesize concepts from research and practice and will involve students in current methods for helping children and adolescents with specific developmental, social, or behavioral problems. Special issues relative to counseling exceptional children, as well as children attempting to contend with divorce, death, abuse, satanic cults, homelessness, alcoholism, and AIDS will also be addressed. Students completing this course at the 7860 level will complete additional course requirements. *Prerequisite(s): COUN 6620.*

**COUN 6870**

*Gender Issues in Counseling (3-0-3)*

This course is designed to provide students with an opportunity to develop a knowledge base regarding the theories and research about gender and sex-role socialization. Biological, cognitive, psychological, and emotional differences between males and females are explored. Gender-related problems, situations, and other counseling concerns are addressed (i.e., domestic violence, single-parent families, mid-life crises). Students apply concepts and constructs to develop gender-appropriate treatment plans and implement gender-sensitive therapeutic techniques and skills.

**COUN 6880**

*Counseling Practicum (3-0-3)*

This course is designed to function as the student's first clinical skills-building experience with particular emphasis on helping each student develop his/her therapeutic skills with a range of client presenting concerns. Students are required to complete a supervised clinical experience that totals a minimum of 100 clock hours. *Prerequisite(s): COUN 6630, COUN 6660 and COUN 6680.*

**COUN 6900**

*Counseling Internship (3-0-3)*

This is the Capstone course for the M.Ed. program in counseling. Counseling Internship is designed to meet certification and accreditation standards. This is a tutorial form of instruction designed to be completed in a counseling facility outside of the university. The internship provides an opportunity for the student to perform a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform. The program requires students to complete a clinically supervised internship of 300 clock hours each semester. *Prerequisite(s): COUN 6880.*

**COUN 6920**

*Counseling Internship II (3-0-3)*

This is the second part of an Internship experience. This is a tutorial form of instruction designed to be completed in a school counseling facility. The internship provides an opportunity for the student to perform a variety of professional counseling activities that a regularly employed counselor in the schools or community would be expected to perform. The program requires students to complete a clinically supervised internship of 300 clock hours to bring the total number of internship hours to 600 clock hours. *Prerequisite(s): COUN 6900.*

**COUN 6950 / 7950**

*Problems and Issues in the Practice of Counseling (VAR 1-3)*

The course is a variable credit, supervised independent study or seminar in contemporary problems and issues in the field of counseling. Students will receive instructor supervision and expertise, and complete a collaboratively developed research project. Course may be repeated for credit. Students completing this course at the 7950 level will complete additional course requirements. *Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**COUN 7910***Professional Identity and Development in Counseling (V-V-3)*

This course is designed to build upon basic knowledge of the role, responsibilities, identity, and functions of the professional counselor. It will provide information on the characteristics and practices of expert counselors. Resources will be provided to assist students with initiating personal wellness and professional development plans. Students will write and submit a formal proposal for presentation at a professional counselors meeting. Ideas will be exchanged to help clarify individual positions on a variety of current issues in counseling. *Prerequisite(s): Program admission is required.*

**COUN 7930***Advanced Multicultural Awareness for Counselors and Educators (V-V-3)*

This course is designed to build upon a basic knowledge of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities will be considered. Students also will explore how counselors and clients experience crossing cultural boundaries, methods for effecting change related to culture, multicultural strategies for working with clients, and multicultural issues in counselor supervision. *Prerequisite(s): Program admission or permission of the instructor is required.*

**COUN 7940***Advanced Counseling Theory (V-V-3)*

This course is designed as a didactic and experiential in-depth study of counseling theories including traditional, multicultural, feminist, and developmental perspectives. Formulation and evaluation of the theoretical basis for approaches to counseling include a study of historical and contemporary perspectives. *Prerequisite(s): Program admission is required.*

**COUN 7960***Counseling Supervision (V-V-3)*

A comparative study of major approaches to counseling supervision and related research with emphasis on historical foundations of supervision, supervisor traits, and application of concepts and techniques to specific practice settings. *Prerequisite(s): Program admission is required.*

**COUN 7965***Advanced Practicum in Counseling Supervision I (V-V-1)*

This course provides practical experience for counseling professionals who will have responsibility directing personal and professional development of counselors, promoting counselor competency, and developing and implementing counseling services and programs. Students gain practice in the supervisory role over three semesters through their participation as individual and/or group supervisors as they are monitored by counseling program faculty. *Prerequisite(s): Program admission is required; completion of or concurrent enrollment with COUN 7960.*

**COUN 7966***Advanced Practicum in Counseling Supervision II (V-V-1)*

This course provides practical experience for counseling professionals who will have responsibility directing personal and professional development of counselors, promoting counselor competency, and developing and implementing counseling services and programs. Students gain practice in the supervisory role over three semesters through their participation as individual and/or group supervisors as they are monitored by counseling program faculty. *Prerequisite(s): Program admission is required; completion of COUN 7960.*

**COUN 7967***Advanced Practicum in Counseling Supervision III (V-V-1)*

This course provides practical experience for counseling professionals who will have responsibility directing personal and professional development of counselors, promoting counselor competency, and developing and implementing counseling services and programs. Students gain practice in the supervisory role over three semesters through their participation as individual and/or group supervisors as they are monitored by counseling program faculty. *Prerequisite(s): Program admission is required; completion of COUN 7960.*

**COUN 7970***Advanced Seminar in Group Counseling (V-V-3)*

This course is structured as a supervision seminar and is designed for students who have had introductory coursework in group techniques, at least one counseling practicum, experience as a group member, and preferably, some experience leading groups. It is assumed that students understand fundamental group dynamics, group development theory, the role of the group leader, and basic skills necessary to lead groups. The goals of this course are to deepen students' understanding of essential group leadership concepts and skills and to help students achieve advanced levels of theoretical conceptualizations in working with groups. *Prerequisite(s): Program admission is required.*

**COUN 7990***Professional and Community Collaboration for Counselors and Educators (V-V-3)*

This experiential and collaborative inter-program course is designed to equip educators with proven skills and tools for initiating and sustaining systemic change to transform schools through promoting, leading, and participating in high performance integrated educational teams. This course will focus on effective interpersonal and organizational communication related to today's pressing issues in American schools. Key areas will include presentation skills, facilitation, team building, and organizational change. The course is intentionally designed to be delivered in three intensive weekends to immerse students in course content and group dynamics. *Prerequisite(s): Program admission or permission of the instructor is required.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

# CRJU - Criminal Justice Courses

## CRJU 1103

*Introduction to Criminal Justice (3-0-3)*

The history and philosophy of law enforcement, criminal justice administration, and criminal rehabilitation. Criminal justice is examined as a product of social forces and as a modern institution which impacts upon other social institutions. Emphasis on criminal justice as a process involving many organizations and agencies with diverse clientele and purposes. *Prerequisite(s): None.*

## CRJU 2950

*Selected Topics (V-0-V)*

A variable content course. Either 1) a faculty-initiated course which allows students the opportunity to enroll in specifically titled courses, or 2) a student-initiated directed study at an introductory level. *Prerequisite(s): CRJU 1101; permission of instructor; and contractual agreement with department chair. Only one 2950 course may be included in the major.*

## CRJU 3329

*Introduction to Police Science (3-0-3)*

A survey of the philosophical and historical background of law enforcement and the role it plays in our society today. Emphasis will be placed on the development, organization, operation, and results of the different systems of law enforcement in America. *Prerequisite(s): CRJU 1103, SOCI 1160 or permission of the instructor.*

## CRJU 3330 / SOCI 3330

*Social Deviance (3-0-3)*

Covers theoretical and empirical issues in the understanding and designations of deviant behavior; addresses the analysis of the social causes and consequences of deviance, conformity, and societal reactions. *Prerequisite(s): SOCI 1101; SOCI 1160.*

## CRJU 3331 / SOCI 3331 / SOWK 3331

*Youth and Society (3-0-3)*

A study of the history of changing conceptions of childhood, the family, and childhood socialization; the invention of adolescence and the various attributions to childhood and adolescence; and a survey of major developmental schemes of adolescence with an emphasis on characteristics of American adolescence as conducive to delinquency. *Prerequisite(s): SOCI 1101; SOCI 1160; CRJU 1103; or SOWK 1101.*

## CRJU 3332 / SOCI 3332

*Juvenile Delinquency (3-0-3)*

The philosophy, theory, and history of juvenile delinquency, including its causes, preventions, and measurement from sociological perspectives. *Prerequisite(s): CRJU 1103 or SOCI 1101; SOCI 1160.*

## CRJU 3333

*Introduction to Corrections (3-0-3)*

A survey of the correctional field, including probation, imprisonment, parole, and community corrections. Specific concern will be with the evolution of these programs, their present structure, and current problems. *Prerequisite(s): CRJU 1103 or permission of instructor.*

## CRJU 3334

*Institutional Corrections (3-0-3)*

A survey of institutional confinement or the punishment and rehabilitation of criminal offenders. Specific concerns will focus on the history of confinement, the philosophical, legal, and social justifications of incarceration, and the current problems and criticisms of correctional institutions. *Prerequisite(s): CRJU 103 or SOCI 1101, or permission of the instructor.*

## CRJU 3335

*Community Corrections (3-0-3)*

A survey of non-institutional corrections in the American administration of justice including relevant legal and philosophical issues surrounding those practices. Specific concerns include the use of probation and parole in relation to institutional confinement, the variety of contemporary programs, and their presence in society. *Prerequisite(s): CRJU 1103 or SOCI 1101, SOCI 1160, and permission of the instructor.*

## CRJU 3336 / SOCI 3336 / WMST 3336

*Women, Crime, and the Criminal Justice System (3-0-3)*

A sociological analysis of women as criminal offenders, victims, and as workers in criminal justice fields. Examines how gender influences criminal law and the practices of criminal justice agencies. Covers historical perspectives on women and crime, the adequacy of contemporary criminological perspectives for explaining female criminality. *Prerequisite(s): SOCI 1101 or CRJU 1103; SOCI 1160.*

## CRJU 3341

*White Collar Crime (3-0-3)*

The study of criminal abuse of trust and power in corporations and government, including corporate abuse of power against owners, employees, publics-in-contact, and the public-at-large, as well as official response to such crimes. Organized crime, computer crime, electronic crime, securities fraud, and relevant law enforcement strategies are analyzed and contrasted with street crime. *Prerequisite(s): CRJU 1103 or SOCI 1101.*

## CRJU 4431 / SOCI 4431

*Criminology(3-0-3)*

The study of criminal behavior and its treatment. The development of criminal behavior and societal reaction in contemporary society are addressed in terms of major social theories of crime and its causation. The treatment and rehabilitation of the

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



offender by probation, imprisonment, and parole are addressed in terms of philosophy and policy. *Prerequisite(s): CRJU 1103 or SOCI 1101; SOCI 1160.*

**CRJU 4433**

*Juvenile Justice (3-0-3)*

The historical development of juvenile justice including the establishment of the juvenile court and juvenile corrections in America, including the philosophical, social, and legal justifications of juvenile justice, contrasts the processing of juveniles with that of adult offenders, and focuses on contemporary issues and problems in juvenile justice. *Prerequisite(s): CRJU 3332 or CRJU 4431 or SOCI 4431; or permission of the instructor.*

**CRJU 4436**

*Obedience and Authority (3-0-3)*

An examination of the interactions among social structures, societal conditions and social selves that promote obedience to authority as well of those that build communities of dissent and resistance. *Prerequisite(s): CRJU 1103 or SOCI 1101; SOCI 1160.*

**CRJU 4441**

*Violence and the South (3-0-3)*

Explores whether there is a relationship between the South and violence and examines different explanations for southern violence. Examines contemporary and historical studies about violence, including racial violence, homicide, violence against women, and violence in the criminal justice system. *Prerequisite(s): Sociology 1101 or CRJU 1103.*

**CRJU 4950**

*Selected Topics (3-0-3)*

A variable content course. Either as a faculty initiated course which allows students the opportunity to enroll in specifically titled courses, or as a student initiated directed study. *Prerequisite(s): Junior or senior standing; 20 hours of advanced sociology; permission of instructor; and contractual agreement with department chair. Only two 4950 courses may be included in the major.*

**CRJU 4960**

*Undergraduate Internship (Variable)*

A service-learning experience based in an institution/agency, emphasizing the completion of specific tasks and the acquisition of specific knowledge, skills, and values under the supervision of Augusta State University, the academic supervisor, and the cooperating institution/agency. *Prerequisite(s): Permission of instructor.*

**CRJU 4990**

*Undergraduate Research (3-0-3)*

Independent research on a topic of student choice selected in consultation with an instructor, who will supervise the research. The student must submit a contract proposal for the research project prior to enrolling in the course. *Prerequisite(s): Junior or Senior Standing; 12 hours of advanced criminal justice courses; and contractual agreement with department chair.*

## **CSCI - Computer Science Courses**

**CSCI 1200**

*Introduction to Computers and Programming (2-2-3)*

The nature of computers and computing, hardware, software and systems. The use of computers in the solution of problems. Coverage of algorithm development and programming, information storage and accessibility, and computer networking and internetworking. *Prerequisite(s): MATH 1101 or MATH 1111.*

**CSCI 1210**

*Introduction to Java Programming (3-0-3)*

An introduction to the basic concepts, logic, and syntax of the Java programming language. The use of elementary programming techniques and algorithms is presented. Topics include: arithmetic operations, input/output, data types, variables, selection and control statements, applications, applets, and event-driven programming. *Prerequisite(s): MATH 1101 or MATH 1111 or MATH 1113 or permission of instructor.*

**CSCI 1301**

*Principles of Computer Programming I (3-2-4)*

A rigorous study of the principles of computer programming with emphasis on problem solving methods which result in correct, well-structured programs. Other topics: an introduction to data representation, data types and control structures, functions, and structured data types. *Prerequisite(s): MATH 1113 or MATH 1220.*

**CSCI 1302**

*Principles of Computer Programming II (3-0-3)*

A continuation of problem solving methods and algorithm development. Topics include data structures and their implementation, algorithm development and programming. The emphasis is on program development and style. *Prerequisite(s): CSCI 1301 (grade of C or better).*

**CSCI 2120**

*Introduction to C# Programming (3-2-4)*

This course introduces the fundamental principles of object-oriented programming using C#. The focus is on applications development using object-oriented design and implementation techniques. Topics include: objects, classes, inheritance, interfaces, GUI components, layout managers, events, multimedia, exception handling, and I/O files. *Prerequisite(s): MATH 1111 or MATH 1113.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**CSCI 2060***Programming for Science and Engineering (3-2-4)*

An introduction to computer programming using a high-level language supporting mathematical programming. Emphasis will be on methods for solving numerical problems. Programming assignments will be based on typical mathematical problems. *Corequisite: MATH 2011.*

**CSCI 2700***Ethics in Computer Science (2-0-2)*

A study of the ethical, social and legal impacts of computers and their applications. Specific attention will be paid to professional responsibility, issues of privacy, property rights, legal issues and real risks. *Corequisite(s): CSCI 1302.*

**CSCI 2950***Selected Topics (Variable)*

Modern concepts in special areas of computer science. *Prerequisite(s): Permission of Instructor.*

**CSCI 2980***Applications Seminar (1-0-1)*

Study and analysis of current computer applications, current computer hardware and computer-related careers. *Corequisite: CSCI 1301 or CSCI 2060.*

**CSCI 3030***Mathematical Structures for Computer Science (3-0-3)*

The course prepares Computer Science majors for advanced study by emphasizing components of Discrete Mathematics related to Computer Science. The topics include sets, functions and relations, logic, Boolean algebra, graph theory, proof techniques and matrices. Examples will emphasize Computer Science applications. *Prerequisite(s): MATH 2011 or MATH 1220, either with C or better.*

**CSCI 3170***Computer Organization (2-2-3)*

A study of computer architecture and organization. Topics range from Boolean algebra and logic design, through microprocessor construction to performance enhancements. Laboratory projects construct simple digital circuits and devices. *Prerequisite(s): CSCI 1302 with C or better.*

**CSCI 3271***Operating Systems I (3-0-3)*

A study of computer operating systems and related computer architecture topics. Topics include process management, scheduling, synchronization, deadlock, memory management, and virtual memory. Labs illustrate operating systems principles. *Prerequisite(s): CSCI 1302 with C or better.*

**CSCI 3300***Programming Languages (3-0-3)*

A comparative study of programming languages to prepare the student to learn and evaluate such languages. Programming assignments in several languages to illustrate features of the languages. *Prerequisite(s): CSCI 1302 with C or better.*

**CSCI 3370***Assembly Language Programming (3-0-3)*

A study of computer systems and programming at the assembly language level. Topics include computer structure, instruction execution, addressing techniques, digital representation of data, assemblers and associated system programs, and control of input/output devices. *Prerequisite(s): CSCI 1302 with C or better.*

**CSCI 3400***Data Structures (3-0-3)*

A study of the techniques for representation and manipulation of structured data within a digital computer. Programming assignments illustrating a variety of data structures. *Prerequisite(s): CSCI 1302 and CSCI 3030, both with C or better.*

**CSCI 3410***Database Systems (3-0-3)*

Logical and physical database organization, data models, design issues, and secondary storage considerations. Emphasis is on actual participation in the design and implementation of databases. *Prerequisite(s): CSCI 1302 with C or better.*

**CSCI 3500***Applied Theory of Computing (3-0-3)*

A study of the major theoretical topics needed for a well-rounded knowledge of computer science. These will include automata, formal languages, asymptotic, NP-completeness, formal verification and the design of algorithms. *Prerequisite(s): CSCI 3030 and CSCI 3400, both with C or better.*

**CSCI 3600***Internet Programming (3-0-3)*

This is an advanced course in Internet programming for real-world business applications. The focus is on the complete application development cycle including analysis and design, implementation, verification, and demonstration/support. Course topics include multi-tier application design, network programming, XML, web server and client programming, JavaScript, AJAX, and web services. *Prerequisite(s): CSCI 1301, Principles of Computer Programming, and CSCI 3410, Database Systems, or permission of the instructor.*

**CSCI 4272***Operating Systems II (3-0-3)*

A continuing study of computer operating systems and architecture. Topics include distributed operating systems, distributed process coordination, distributed file systems, protection and security, distributed resource management, multiprocessor systems, distributed database systems. *Prerequisite(s): CSCI 3271 with C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**CSCI 4280***Data Communications and Networking (2-2-3)*

A study of data communications, local area networks, and internetworking. Topics include encoding, signaling, data protocols, topologies, control strategies, bridging and routing, and the Internet. Laboratory projects on local area networking. *Prerequisite(s): CSCI 3271 with C or better.*

**CSCI 4711***Software Engineering (3-0-3)*

The software development process is examined. Current tools and techniques of software system analysis, design, implementation, and maintenance are presented in conjunction with case studies and team-oriented projects. Topics include process modeling, logic modeling, object-oriented modeling, UML, software metrics, prototyping, and software security. *Prerequisite(s): Senior standing and permission of instructor.*

**CSCI 4712***Senior Capstone Project (3-2-4)*

An individual or group project in the application of computer science. Emphasis is on the production of real-world software systems and may be conducted in cooperation with an external organization such as a commercial company or public agency. *Prerequisite(s): CSCI 4711 with C or better.*

**CSCI 4800***Compiler Writing (3-0-3)*

An examination of compiler techniques used in generating machine code. Topics covered include scanning and parsing, code generating, optimization and error recovery. Programming projects in compiler construction. *Prerequisite(s): CSCI 3370 and CSCI 3500, both with C or better.*

**CSCI 4820***Computer Graphics (3-0-3)*

An examination of the hardware and software components of graphics systems and their applications. Programming assignments to illustrate the creation and manipulation of graphic displays using a simple graphics package. *Prerequisite(s): CSCI 1302 with C or better.*

**CSCI 4950***Selected Topics (Variable)*

Modern concepts in special areas of computer science. *Prerequisite(s): Permission of Instructor and approval by Computer Science Curriculum Committee.*

**CSCI 4960***Undergraduate Internship (Variable: 1-5)*

An internship in a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta State University and the cooperating institution or agency. *Prerequisite(s): Permission of Department Chair.*

**CSCI 4980***Computer Science Seminar (Variable: 1-2)*

To expose the students to current areas of computer research and advanced topics in computer science, such as artificial intelligence, nonprocedural languages, CASE tools and software engineering, parallel computing, computer modeling and expert systems. *Prerequisite(s): Permission of Instructor.*

**CSCI 4990***Undergraduate Research (Variable)*

Individual research in computer science. A minimum of three hours per week for each semester hour credit. *Prerequisite(s): Permission of Department Chair.*

**CSCI 6950***Selected Topics (Variable)*

A variable content course intended to meet the needs and interests of graduate students in selected areas of computer science. *Prerequisite(s): Permission of Department Chair and Instructor.*

## ECED - Early Childhood Courses

**ECED 3121***Early Childhood Mathematics Education (2-2-3)*

The course will focus on mathematics as a conceptual approach enabling children to acquire clear and stable concepts by constructing meanings in the context of physical situations and allows mathematical abstractions to emerge from empirical experiences. The students will be expected to integrate knowledge of mathematics, learning, pedagogy, and students and apply that knowledge to teaching mathematics. *Prerequisite(s): Courses in Block I and Block II.*

**ECED 3151***Early Childhood Curriculum (2-2-3)*

Students will be expected to demonstrate knowledge of theory and practices necessary to plan and implement curriculum for individual children and groups; to systematically develop and conduct assessments of individual children; and to engage in reflection about their practices. *Prerequisite(s): Admission to Teacher Education.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ECED 3161***Classroom Management for Learning (2-2-3)*

Management and Family Involvement fosters the attitudes, skills, and knowledge necessary for the effective management of productive learning environments. Issues such as management of students' behavior, classroom procedures, and classroom organization, situated within and related to the larger framework of successful planning and conduct of instruction, are addressed. *Prerequisite(s): Admission to Teacher Education.*

**ECED 3212***Literacy I: Basic Literacy Instruction for Early Childhood Education (2-2-3)*

This course is designed to help beginning early childhood teachers learn how to teach reading, writing, oral language development, and listening in their classrooms. It will focus on the best practice supported by research in these fields and will emphasize how the teacher can set up a classroom that fosters literacy learning for students aged 5-12. *Prerequisite(s): Courses in Block I.*

**ECED 3231***Early Childhood Science Education (2-2-3)*

This course will engage prospective teachers in active learning that will address issues, events, problems, and process skills in science in grades Pre-K through 5. The students will be expected to integrate knowledge of science, learning, and pedagogy and apply that knowledge to science teaching. *Prerequisite(s): Courses in Block I.*

**ECED 3241***Early Childhood Social Studies Education I- Geography and History in K-5 Curriculum (2-2-3)*

This course will develop an understanding of the themes and learning standards identified in both the national geography standards and the national history standards. Students will explore the implications of these understandings for instruction and assessment activities in these content areas that are appropriate to K-5 learners. *Prerequisite(s): Courses in Block I.*

**ECED 3252***Language Arts Curriculum (2-2-3)*

The development of listening, speaking, and writing skills of children along with effective uses of language in oral/written communication are stressed. *Prerequisite(s): Admission to Teacher Education.*

**ECED 4313***Literacy II: Advanced Literacy Instruction for Early Childhood Education (2-2-3)*

This course will examine reading and writing difficulties encountered in the classroom. It will emphasize diagnostic/prescriptive teaching through experience with informal diagnostic assessment tools. Students will then use results of these assessments to design and implement tutoring for children experiencing difficulties. *Prerequisite(s): Courses in Block I and II.*

**ECED 4322***Early Childhood Mathematics Education (2-2-3)*

This course will focus on mathematics as a conceptual approach enabling children to acquire clear and stable concepts by constructing meanings in the context of physical situations and allows mathematical abstractions to emerge from empirical experiences. The students will be expected to integrate knowledge of mathematics, learning, pedagogy, students and assessment, and apply that knowledge to teaching mathematics in grades Pre-K through 5 in the context of the recommendations of the National Council of Teachers of Mathematics (NCTM) and the Georgia Performance Standards (GPS). *Prerequisite(s): Admission to ECED Program; successful completion of Block I and II courses.*

**ECED 4342***Early Childhood Social Studies Education II- Civics, Sociology, Economics in K-5 Curriculum (2-2-3)*

This course will develop an understanding of the national social studies standards. Special emphasis will be placed on instructional approaches that actively engage young learners in concept formulation, skill introduction and development, performance assessment. *Prerequisite(s): Courses in Blocks I and II.*

**ECED 4381***The Creative Arts (2-2-3)*

Designed to meet the unique needs of the early childhood regular classroom teacher; this course, based on the arts infusion model, will emphasize aesthetic perception, creative expression, cultural heritage, and aesthetic valuing as reflected in the content areas of music, creative dramatics, movement and the visual arts. *Prerequisite(s): Courses in Blocks 1 and 2.*

**ECED 4491***Early Childhood Apprenticeship/Seminar (0-30-15)*

Students are placed with selected master teachers for an entire semester during which they teach in the curriculum areas for which they are seeking certification. During the semester the apprentice teacher, under the supervision of the master teacher, assumes the responsibilities of professional teaching practice. Students reflect on and synthesize the conceptual and theoretical constructs of pedagogy with the complexity of practice. *Prerequisite(s): Successful completion of all components of early childhood sequence.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

## ECON - Economics Courses

**Note: in order to enroll in any ECON course numbered 3000-4950, a student must be accepted into the James M. Hull College of Business (see p. 162) and meet the listed prerequisites for the class.**

### **ECON 1810**

*Introduction to Economics (3-0-3)*

A survey course for non-business majors. It covers both macro and micro-economics and is aimed at developing an understanding of economic policies and problems. This course may not be taken for credit if a student has earned credit in ECON 2106 or ECON 2105 or their equivalents. *Prerequisite(s): None.*

### **ECON 2105**

*Macroeconomics (3-0-3)*

This introductory course explains the nature of the economic problems which any society must solve and how a mixed economy solves these problems. Topics covered include supply and demand, income and employment, money and banking, and fiscal policy. *Prerequisite(s): MATH 1101 or MATH 1111 with a grade of C or better.*

### **ECON 2106**

*Microeconomics (3-0-3)*

The determination of prices and output levels and the explanation of economic equilibrium of individual economic units--the consumer, the firm, and the industry. *Prerequisite(s): MATH 1101 or MATH 1111 with a grade of C or better.*

### **ECON 3105**

*Intermediate Macroeconomics (3-0-3)*

This course will explain, at an intermediate level, the major controversies and theories that have shaped macroeconomics. Students will learn to apply these theories in order to understand current international and national news. *Prerequisite(s): ECON 2105 and MATH 1220 (or MATH 2011) with grades of C or better in each course.*

### **ECON 3106**

*Intermediate Microeconomics (3-0-3)*

This course develops modern microeconomic theory at an intermediate level and applies it to a large number of personal, business, and global public policy cases. *Prerequisite(s): ECON 2106 and MATH 1220 (or MATH 2011) with grades of C or better in each course.*

### **ECON 4810**

*Economic Development of the United States (3-0-3)*

Traces development of economic institutions and policies, especially since 1860; deals with agriculture, manufacturing, commerce, transportation, money and banking, and the repercussions of periods of prosperity and depression. *Prerequisite(s): C's or better in ECON 2106 and ECON 2105 or in ECON 1810.*

### **ECON 4820**

*International Economics and Finance (3-0-3)*

The theory of international trade, balance of payments, exchange rates, monetary movements, capital markets, and commercial policy. Implications of international financial reforms and international economic integration. *Prerequisite(s): ECON 2106 and ECON 2105, with grades of C or better and 50 semester hours.*

### **ECON 4830**

*Public Sector Economics and Policy Analysis (3-0-3)*

This seminar-style course uses intermediate-level microeconomic theory to examine taxation and public expenditure and analyzes global public policy (e.g., climate change, communicable diseases, and transnational terrorism). *Prerequisite(s): ECON 3106 with a grade of C or better.*

### **ECON 4950**

*Selected Topics in Contemporary Economic Theory and Practice (3-0-3)*

A course and/or directed study of a major issue, practice, or problem in the area of economics. Content to be decided based on needs and professional objectives of students and the experience and availability of faculty. *Prerequisite(s): Permission of the advisor to use the course in the area of the major and senior standing.*

### **ECON 4999**

*Economic Concepts (3-0-3)*

This course is designed to cover the subject of introductory micro and macro economics. It includes selected topics of intermediate micro and macro theory. *Prerequisite(s): Graduate (MBA) student status.*

### **ECON 6800**

*National and International Economics for Management (3-0-3)*

This course demonstrates how economic theory is applied to national and international managerial decision-making. *Prerequisite(s): Graduate (MBA) student status, ACCT 4999, ECON 4999, FINC 3400, and MATH 3110 or equivalent.*

### **ECON 6950**

*Current Issues In Economics (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisite(s): Graduate (MBA) student status and ECON 4999 or equivalent.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

# EDLR - Educational Leadership Courses

## **EDLR 2900**

*Leadership in Mentoring and Tutoring (2-2-3)*

This course introduces university students to literacy training in mentoring and tutoring.

## **EDLR 6205**

*Capstone in Educational Leadership (0-6-3)*

A culminating portfolio (electronic and/or hard copy) will allow the student to synthesize the concepts and content learned in the educational leadership program. The portfolio will be presented in a public forum.

## **EDLR 6400**

*Fundamentals of Educational Leadership (2-2-3)*

This course is an introduction to the theory and practice of educational administration. Major concepts in administration will be covered leading to a conceptual understanding and competence for effective school leadership. School/District-level performance-based field/lab exercises required.

## **EDLR 6410**

*Educational Personnel Administration (2-2-3)*

Organizational dimensions and human resource planning will be discussed as they pertain to recruitment, selection, placement and induction, staff development, appraisal, rewards, collective negotiations, and legal, ethical and policy issues in the administration of human resources. School/District-level performance-based field/lab exercises required.

## **EDLR 6420**

*Educational Business Administration (2-2-3)*

This course surveys the non-instructional areas of educational administration. Topics studied include the management of finance, information, time records, physical facilities, and resource management. The management aspects of related topics such as student affairs, personnel services, sensitive educational programs, special education services and other public and private educational arrangements are also discussed as part of the course. School/District-level performance-based field/lab exercises required.

## **EDLR 6430**

*School Law (2-2-3)*

This is a survey of the field of school law emphasizing the legal requirements of managing the public school, the legal status of teachers and students, group discrimination law, tort liability, legal controls of school finance, and the issues of religion and public education. School/District-level performance-based field/lab exercises required.

## **EDLR 6500**

*Curriculum Development for Educational Leaders (A/S) (2-2-3)*

Problems of the school, teaching, and curriculum development; emphasis on the preparation and implementation of curriculum. School/District-level performance-based field/lab exercises required.

## **EDLR 6550**

*Instructional Supervision for Educational Leaders (2-2-3)*

This course is designed to introduce students to an understanding of their supervisory role to all personnel in the school/district setting. Students will develop the awareness, understanding, and capability related to the concepts of supervisory leadership, employ adult learning theory, encourage human relations, provide staff development, apply administrative functions, and organize for change in a collaborative mode with the administrator, teaching staff, adjunct faculty, non-contractual school personnel and community. School/District-level performance-based field/lab exercises required.

## **EDLR 6610**

*The Principalship (2-2-3)*

Competencies required for effective and productive educational leadership will be discussed: theory of change, leadership, organization, instruction, human resource development, school climate, evaluation and assessment. A field experience component (shadow-a-principal) is included. School/District-level performance-based field/lab exercises required.

## **EDLR 6620**

*Human Relations for Educational Leaders (2-2-3)*

This course is designed to provide candidates in educational leadership knowledge, performance, and attitudinal competencies as they relate to principles of human relations and group dynamics: communication, motivation, attitudes, conflict resolution, positive energy, and group leadership. School/District-level performance-based field/lab exercises required.

## **EDLR 6630**

*Administration of Literacy Programs (2-2-3)*

This course is designed to introduce educators to theories and practices involved in creating and supervising literacy programs. School/District-level performance-based field/lab exercises required.

## **EDLR 6640**

*Institute for Current and Aspiring Educational Leaders (2-2-3)*

This course is designed as a comprehensive institute for aspiring and current educational leaders. A variety of resources will be provided to give an overview of what demonstrates effective school leadership through the medium of foundational leadership course themes (honesty, inner coherence, courage, keen sense of justice, right use of power, and "for the common good") and personal transformational leadership principles. School/District-level performance-based field/lab exercises required.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**EDLR 6650***Grants Writing for Educational Leadership (2-2-3)*

This course is designed to allow students the opportunity to learn methods/processes of grants writing, i.e., project development, funding source development, and proposal writing. School/District-level performance-based field/lab exercises required.

**EDLR 6900***Practicum in Educational Leadership I (0-2-1)*

This course is designed to provide students with leadership opportunities in the solution of an administrative or leadership problem at the school site. In collaboration with the building level coach, performance based, building level projects will be identified, planned, designed, implemented, and evaluated. *Prerequisite(s): none.*

**EDLR 6901***Practicum in Educational Leadership II (0-2-1)*

This course is designed to provide students with leadership opportunities in the solution of an administrative or leadership problem at the school site. In collaboration with the building level coach, performance based, building level projects will be identified, planned, designed, implemented, and evaluated. *Prerequisite(s): EDLR 6900.*

**EDLR 6902***Practicum in Educational Leadership III (0-2-1)*

This course is designed to provide students with leadership opportunities in the solution of an administrative or leadership problem at the school site. In collaboration with the building level coach, performance based, building level projects will be identified, planned, designed, implemented, and evaluated. *Prerequisite(s): EDLR 6900 and EDLR 6901.*

**EDLR 6950***Selected Topics in Educational Leadership (2-2-3)*

This course examines problems in the light of recent knowledge and research in educational leadership. The focus is on specifically designated areas of educational leadership. School/District-level performance-based field/lab exercises required.

**EDLR 7000***Selected Topics in Educational Leadership (2-2-3)*

This course examines problems in the light of recent knowledge and research in educational leadership. Focus is on specifically designated areas of educational leadership. School/District-level performance-based field/lab exercises required.

**EDLR 7110***Supervision for Teacher Support Specialists (2-2-3)*

This course is designed to introduce educators to the theories and practices involved in supporting and supervising apprentice student teachers, interns, other field experience students, new teachers, school volunteers, substitutes teachers, etc. It will provide opportunities for the participants to develop cognitive and affective skills necessary for guiding their protégés, etc. in planning, implementing, and evaluating classroom instruction and class room management. This is the first of two courses required for teacher support specialist endorsement. School/District-level performance-based field/lab exercises required.

**EDLR 7120***Internship for Teacher Support Specialists (0-6-3)*

This is the second course in a two course series for the teacher support specialist endorsement. This internship is designed to allow the support educator to demonstrate and apply knowledge, skills, and attitudes of supportive supervision in a clinical setting. Emphasis will be placed on the demonstration of specific support skills as required to supervise field experience students, student teachers, beginning teachers, veteran teachers, substitute teachers, school volunteers and others. School/Central Office improvement projects required.

**EDLR 7130***Philanthropic Development for Educational Leaders (3-0-3)*

This course encompasses an ethical framework for addressing the roles of educational leaders in regards to leading, managing, and overseeing philanthropic development and fundraising activities.

**EDLR 7351***Internship I (0-2-1)*

Internship in Educational Leadership for students enrolled in the Educational Specialist program.

**EDLR 7352***Internship II (0-2-1)*

Internship in Educational Leadership for students enrolled in the Educational Specialist program. *Prerequisite(s): EDLR 7351.*

**EDLR 7353***Internship III (0-2-1)*

Internship in Educational Leadership for students enrolled in the Educational Specialist program. *Prerequisite(s): EDLR 7351 and EDLR 7352.*

**EDLR 7420***Economics of Public Education (3-0-3)*

The course is designed to create an understanding of economic principles so that the candidate becomes aware of how changes in the macro economy can have an influence on public institutions. Emphasis will be placed on the analysis of policy issues and where economic trends influence public schools.

**EDLR 7450***Public School Finance (2-2-3)*

The course will examine the equity and efficiency of tax supported public education, current trends in funding of public education and administrative tasks of the budget process such as determining needs, establishing cost, compensating personnel, purchasing, accounting, auditing, inventorying, warehousing, and paying the bills will be studied. School/District-level performance-based field/lab exercises required.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**EDLR 7460***Leadership Styles (2-2-3)*

This course provides the opportunity for students to study leadership theory and effective management practices in American and International organizations. School/District-level performance-based field/lab exercises required.

**EDLR 7461***Leading Educational Change (3-0-3)*

This course addresses change theories, how they apply to reform measures in schools, and the impact of change on teaching and learning. Candidates apply strategies for leading and managing change in schools.

**EDLR 7470***School Facilities (2-2-3)*

This course surveys the school facilities needed to provide a suitable teaching/learning environment necessary to meet current and emerging education needs. The management aspects related to topics such as planning, modernizing, risk management, and technology are also discussed as part of the course. School/District-level performance-based field/lab exercises required.

**EDLR 7500***Organizational Development in Education (2-2-3)*

This course will introduce the student to the unique organizational behaviors of educational institutions. The processes of leadership, organization, development, theory, decision-making, and administrative processes will be studied. The overarching goal will be to develop leadership traits that will directly facilitate and impact levels of teaching and learning. School/District-level performance-based field/lab exercises required. *Prerequisite(s): admission to the Ed.S. program in Educational Leadership.*

**EDLR 7570***Ethics and Issues in Educational Leadership (2-2-3)*

This course addresses educational leadership as a crucial component in improving school effectiveness and student achievement. Students will examine and develop advocacies and ideological platforms for moral and ethical dimensions of leadership centered around purpose, values, and beliefs. The course examines problems and emerging practices in light of recent knowledge, research and societal demographics related to school leadership. School/District-level performance-based field/lab exercises required.

**EDLR 7960***School Performance Analysis and Evaluation for Educational Leaders (3-0-3)*

This course is designed to provide candidates with an understanding of the relevant domains of school performance (DoSP). The course introduces candidates to the identification, measurement, analysis, synthesis and evaluation of relevant DoSP and the implications for school improvement.

## EDTD - Teacher Education Courses

**EDTD 3011***Educational Technology (3-0-3)*

Examines creative use and assessment of various computer platforms, specialty hardware, integrated software, presentation software, communication software, and information systems which are directly related to effective teaching. Students will participate in and complete training for InTech, an intensively structured Georgia Department of Education Professional Development Program. Upon satisfactory completion of this course (minimum grade of B), students will earn certification in InTech.

**EDTD 4910***Education Practicum (0-3-3)*

A year long practicum course designed for students who have a degree, have a teaching job and are seeking certification only. A mentor teacher and university faculty member will work with the student to support the student's teaching. Students will be supervised as they plan, reflect, and refine their teaching practice. *Prerequisite(s): Post-baccalaureate status.*

**EDTD 4950***Selected Topics (1-6 hrs)*

A variable content course intended to meet the needs and interests of undergraduate students in selected areas of education. *Prerequisite(s): Permission of department chair.*

**EDTD 6010***Teaching for Understanding (3-0-3)*

In this course, students will be introduced to the tenets of Teaching for Understanding, the learning theory underlying Teaching for Understanding, and the structure and organization of the masters program and portfolio. Students will be able to develop and evidence their ability to apply the Principles of Teaching for Understanding. Students will be able to develop and explain prototype units that apply the principles of Teaching for Learning. *Prerequisite(s): Admission to graduate program*

**EDTD 6011***Instructional Technology Applications (3-0-3)*

This course will examine and evaluate seven basic technology strands as they relate to the instructional process: (1) curriculum integration, (2) productivity, (3) operating systems and networking, (4) telecommunications and on-line services, (5) distance learning-exploration, (6) multimedia/presentations, (7) desktop publishing. Students previously successfully completing EDTD 3011 or the equivalent test-out may not take EDTD 6011. *Prerequisite(s): Admission to Graduate Program.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**EDTD 6012***Qualitative Research in Education (2-2-3)*

The course will include an overview of the qualitative research process, its methods, goals and foundations. Students will then employ several of the strategies in a mini-action research project aimed at improved practice within their classrooms/schools.

**EDTD 6120***Basic Instruction in Literacy (2-2-3)*

This course focuses on current research regarding effective instructional strategies in the area of reading. It is intended for students who have never had a course in literacy instruction or who have had one more than five years ago. Informal assessment and authentic assessment are included. This course is required for the Reading Endorsement. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6121***Research in Language Arts Education (2-2-3)*

Students in this course will examine current research and initiatives concerning English Language Arts Education, including the areas of reading, writing, listening, speaking, and using media. The philosophical underpinnings of a variety of curricular and instructional approaches will be examined. Results of these studies will be compared to the recommendations made in *Standards for English Language Arts*. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6131***Research in Social Science Education (2-2-3)*

This course will examine research in strategic learning and schema theory and the implications for social science curriculum and instruction.

**EDTD 6141***Research in Mathematics Education (2-2-3)*

This course will examine research models related to the teaching and learning of mathematics. Emphasis will be on development of the student's ability to search, read, interpret, and critique research literature. Implications for curriculum and instruction in mathematics will be derived. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6151***Research in Science Education (2-2-3)*

The students in this course will research current literature and initiatives concerning the teaching of science. Areas will include but not be limited to initiatives espoused by the American Association for the Advancement of Science (AAAS) and the National Science Teachers Association (NSTA). Other areas of study will include the results found by authors conducting research in K-12 classrooms. The results of this research will be compared to the recommendations made in the National Science Education Standards. *Prerequisite(s): Admission to graduate program.*

**EDTD 6221***Best Practices in Language Arts (2-2-3)*

This course focuses on helping teachers learn the basic development and integration of skills in the areas of reading, writing, listening, and speaking as well as how to effectively implement these skills in the classroom. Topics such as spelling, grammar, speaking and writing process are also addressed along with practice in informal, formal, and authentic assessment.

**EDTD 6222***Current Best Practice in Literacy (2-2-3)*

This course focuses on helping teachers learn to implement current best instructional practice in literacy in their classrooms. It will emphasize assessment and remediation for students experiencing literacy difficulties. This is the second course of the Reading Endorsement series. *Prerequisite(s): EDTD 6120.*

**EDTD 6223***Applications of Effective Reading Strategies (1-4-3)*

This course will examine best reading practices in schools, implementation of these practices in classrooms, and the research upon which they are founded. These practices will include, but will not be limited to, the following: assessment and remediation, content area reading, and program planning at the classroom and school levels. Educational theory and practice will come together to enable students to development strategies to employ best reading practices within their field and classroom. *Prerequisite(s): EDTD 6120 and EDTD 6222 – If this course is to be used to fulfill M.Ed. program requirements, admission to graduate program required.*

**EDTD 6224***Writing across the Curriculum (2-2-3)*

Designed for content area teachers (grades 4-12) who wish to use writing as a tool to enhance student understanding. Emphasis is placed upon teaching for understanding by taking advantage of the contributions of writing strategies and processes to subject area thinking and achievement. Topics include types of writing; use of journals; strategies for improving writing skills; strategies in math, science, social studies, English/language arts, art and music; and assessment. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6225***Reading across the Curriculum (2-2-3)*

Designed for content area teachers (grades 4-12) who wish to improve their students' ability to read and comprehend subject area materials. Emphasis is placed upon teaching for understanding by taking advantage of the contributions of literacy processes (listening, speaking, thinking, and reading) to content area achievement. Topics include readability of texts; vocabulary development; trade books; strategies to improve reading in math, science, social studies, literature, physical and health education; study techniques; and assessment. *Prerequisite(s): Admission to the graduate program.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**EDTD 6228***Using Children's Literature in the Classroom (2-2-3)*

This course is designed to familiarize students with a variety of current literature for children and young adolescents. Students will design strategies for utilizing literature in the classroom as a basis for sound language arts instruction and as a means to integrate reading and literature throughout the curriculum and across various content areas. Issues of student motivation, meeting adolescent needs, reading instruction, response to literature, connections to writing and assessment will be addressed. *Prerequisite(s): Admission to master's program.*

**EDTD 6231***Current Best Practices in Social Science Instruction (2-2-3)*

In this course students will examine three models of inquiry centered social science instruction: historical investigations, simulation problem solving with decision tree strategies, and hypothesis testing. All three models emphasize the development of conceptual understanding and the integral use of complex thinking skills in learning subject matter. Students will examine adaptations of these models to learners of varied ages and developmental characteristics. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6232***Science and Social Studies Pedagogy (2-2-3)*

This course will examine best practices and the application of current research on science and social studies pedagogy. This course is meant as an introduction to teaching science and social studies for new Early Childhood teachers. Both national and state content standards will be used to address planning, teaching, and assessing in science and social studies. This course is for Early Childhood MAT students only. *Prerequisite(s): Admission to the MAT Early Childhood graduate program.*

**EDTD 6241***Best Practices in Mathematics (2-2-3)*

The course examines best practices in mathematics education and theory and research, which supports such practices. These best "practices" are drawn from the literature and actual classroom practice. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6251***Best Practices in Science Education (2-2-3)*

Those in this course will study the application of current research in science and design lessons in order to apply the research to their classroom. Included in this course will be authentic assessment practices such as hands-on practicums and research projects appropriate to K-12 classrooms. Also included will be action research techniques and appropriate dissemination of the results. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6362***Inquiry Models of Teaching (2-2-3)*

Models of teaching will be examined from a content-oriented perspective. Students will use these approaches to plan and implement lessons in their specific content areas.

**EDTD 6363***Social Interactive Models of Teaching (2-2-3)*

This course is designed to help teachers develop teaching/learning strategies and to integrate curriculum in their classrooms. Emphasis is placed upon helping teachers to adapt strategies, choose materials, and design units that integrate subject areas across a non-textbook based, student-centered curriculum.

**EDTD 6364***Integrated Curriculum Models of Teaching (2-2-3)*

This course is designed to help teachers develop knowledge of theory and practices necessary to plan and implement curriculum for individual children and groups; to systematically develop and conduct assessments of individual children; and to engage in reflection about their practices. This course is designed for the Master of Arts in Teaching programs only.

**EDTD 6381***Performance and Authentic Assessment (2-2-3)*

Designed to examine current trends and proven practices in educational assessment. Participants will evaluate a variety of approaches recommended for both traditional and alternative approaches to assessment of student achievement.

**EDTD 6410***Teaching for Understanding in Action (2-2-3)*

In this course, students will put into practice the conceptual framework of Teaching for Understanding. Applying the principles of Teaching for Understanding, students will be able to develop and implement units of instruction, and to investigate the impact these units have on learning. This course is designed as an action research course for teachers. This course is for M.Ed. students only and should be taken at the end of the Curriculum and Instruction program.

**EDTD 6412***Theory into Practice in Middle Grades (2-2-3)*

This course is designed to familiarize students with the research base, which undergirds student-centered pedagogy, and student driven curriculum in the middle grades. Current trends and issues related to middle grades education will further be examined in light of middle school theory. An examination of the research and theory related to instruction designed specially for young adolescents will lead to the development of strategic plans for teachers to use this research within their own classrooms, schools districts and state. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6415***Qualitative Research in Education II (2-2-3)*

This course is a continuation of EDTD 6111. This course will include an in depth analysis of the qualitative research process. Students will review and critique a variety of qualitative studies. Students will extend their knowledge of post positivism with

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

a focus on critical research. Students will then apply their knowledge by designing and implementing a critical study aimed at school improvement. *Prerequisite(s): EDTD 6012.*

**EDTD 6416**

*Advanced Instructional Technology (3-0-3)*

This course focuses on technology resources and integration strategies for several different content areas with special emphasis on incorporating the current trends toward thematic, interdisciplinary instruction. Students will dive deeply into the Internet as a tool for inquiry and develop web based activity units that will provide children with opportunities for seeking the information needed for authentic problem-solving projects. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6420**

*Best Practices in Interdisciplinary Teaming (2-2-3)*

The course will examine best practices in interdisciplinary teaming and the research upon which they are founded. Educational theory and practice will come together to enable students to develop strategies to employ best practices related to interdisciplinary teaming their fields and classrooms. *Prerequisite(s): Admission to the graduate program.*

**EDTD 6432**

*Multicultural Education (2-2-3)*

The course will engage students in developing a sound understanding of what multicultural education is and how its tenets may be employed in instruction. Students will examine the theoretical and scholarly literature related to multicultural education.

**EDTD 6491**

*Classroom Management Techniques and Strategies (2-2-3)*

Designed to examine a variety of approaches for effective classroom management, the course will lead participants to create a classroom atmosphere designed for optimal learning for understanding.

**EDTD 6909**

*Teacher Education Capstone Seminar (3-0-3)*

Students will synthesize and apply both theoretical and practical understandings developed throughout the program. *Prerequisite(s): successful completion of 30 semester hours of approved M.Ed. Program, permission of graduate faculty advisor.*

**EDTD 6910**

*Education Practicum (0-6-3)*

An intensive practicum course designed for students who have a degree, have a teaching job, and are seeking certification and a Master's degree. A mentor teacher and university faculty member will work with the student to support the student's teaching. Students will be supervised as they plan, reflect, and refine their teaching practice. The course will entail variable hours to meet student needs. *Prerequisite(s): successful completion of at least 30 semester hours of program requirements, including EDTD 6364 and EDTD 6491.*

**EDTD 6950**

*Selected Topics (1-6 hrs.)*

A variable content course intended to meet the needs and interests of graduate students in selected areas of education. *Prerequisite(s): Permission of department chair.*

**EDTD 7160**

*Curriculum Design and Program Assessment (2-2-3)*

This course will examine and analyze the following core elements of curriculum design: conceptual purpose, content, coherence, articulation within a subject area across grade levels, and across subjects, alignment with both achievement standards and achievement assessments. Program assessment will be examined with particular attention to how it differs from but is relevant to student performance assessment.

**EDTD 7162**

*Advanced Topics in English Education (2-2-3)*

This course will examine current research, practices, and issues in language arts/English education as delineated in journal readings, conference proceedings, and other relevant sources. Students will synthesize these findings and will determine implications for curriculum and instruction in language arts. *Prerequisite(s): Admission to the Ed.S. Program or permission of the instructor.*

**EDTD 7163**

*Advanced Topics in Social Science Education (2-2-3)*

This course will examine current research, practices, and issues in social science education as delineated in journal readings, conference proceedings, and other relevant sources. Students will synthesize these findings and will determine implications for curriculum and instruction in social science. *Prerequisite(s): Admission to the Ed.S. Program or permission of the instructor.*

**EDTD 7164**

*Advanced Topics in Science Education (2-2-3)*

This course will examine current research, practices, and issues in science education as delineated in journal readings, conference proceedings, and other relevant sources. Students will synthesize these findings and will determine implications for curriculum and instruction in the natural sciences. *Prerequisite(s): Admission to the Ed.S. Program or permission of the instructor.*

**EDTD 7165**

*Advanced Topics in Mathematics Education (2-2-3)*

This course will examine current research, practices, and issues in mathematics education as delineated in journal readings, conference proceedings, and other relevant sources. Students will synthesize these findings and will determine implications for curriculum and instruction in mathematics. *Prerequisite(s): Admission to the Ed.S. Program or permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**EDTD 7210***Issues and Trends in Middle Level Education (2-2-3)*

This course examines current issues and trends related to Middle Grades Education, including issues of school reform, implementing best practices, assessment, accountability, and teaming and collaborating with parents and other members of the school community.

**EDTD 7221***Authentic Literacy Assessment (2-2-3)*

This course is designed to teach educators how to assess what goes on in classrooms where reading and writing for real purposes is the norm. It will involve study of the evolution of literacy assessment from standardized tests to informal tests to criterion-referenced tests and authentic assessment.

**EDTD 7222***Engaging Students in Literacy: Motivating Learners to be Literate (2-2-3)*

This course will concentrate on interpreting available research on motivation to read. In addition, finding and using motivational materials that are also instructionally sound will be studied.

**EDTD 7909***Thesis I (3-0-3)*

Students will carry out empirical research that represents the application of theory, the extension of research, or the development of creative approaches to aspects of teaching and learning. Students will describe in a thesis the results of their research. *Prerequisite(s): successful completion of EDUC 7021 or of comparable graduate coursework.*

**EDTD 7910***Thesis II (3-0-3)*

This course is a continuation of EDTD 7909. Students will carry out empirical research that represents the application of theory, the extension of research, or the development of creative approaches to aspects of teaching and learning. Students will describe in a thesis the results of their research, and will orally defend the thesis. *Prerequisite(s): successful completion of EDTD 7909.*

## EDUC - Education Courses

**EDUC 2110***Investigating Critical and Contemporary Issues in Education (2-2-3)*

The course is designed to engage students in observations, interactions, and analyses of critical and contemporary issues in education. Students will investigate issues influencing the social and political contexts of education settings in Georgia and the United States. Students will actively examine the teaching profession from multiple perspectives both within and outside the school. Students will also interpret the meaning of education and schooling in a diverse culture along with the moral and ethical responsibilities of teaching in a democracy. There will be a 20-hour field component to this course.

**EDUC 2120***Exploring Social-Cultural Perspectives on Diversity (2-2-3)*

The course is designed to provide future educators with the fundamental knowledge of understanding cultures and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity; and, 4) the influences of culture on learning, development and pedagogy. There will be a 20-hour field component to this course.

**EDUC 2130***Exploring Learning and Teaching (2-2-3)*

The course is designed to explore some of the major theories of learning and teaching. Students will examine their own learning processes and use them as a basis for exploring the learning processes of others. This course will also serve as a foundation for better understanding how to enhance the learning of all students across a variety of educational settings and contexts. There will be a 20-hour field component to this course.

**EDUC 6020***Foundations of Education (3-0-3)*

This course is designed to help advanced students develop a connected array of perspectives on the development of educational thought including philosophical and historical perspectives; society's great expectations of the school; contemporary schooling patterns and the foundations of curriculum; pressing issues of finance, cultural diversity, accountability, and control of the schools; and a look at the future of American Education.

**EDUC 6021***Introduction to Educational Research (3-0-3)*

Through this core research course students should understand basic concepts of educational research, including research design options. Students should understand data analysis protocols and should be able to perform various data analyses. Students will be able to interpret and evaluate published research. *Prerequisite(s): Admission to Graduate Program in Education.*

**EDUC 6040***Tests and Measurement for Educational Leaders (3-0-3)*

This course is concerned with practical methods and procedures involved in the construction and evaluation of teacher-made tests and the interpretation of test scores, as well as with the considerations involved in the selection and use of standardized tests.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**EDUC 6140***Advanced Educational Psychology (3-0-3)*

This course involves the application of psychological theories of learning and scientific findings to learning activities of the classroom as well as to the more complex problems of the educational process. The main focuses are on the learner, the learning process, and the learning condition. In addition to examining the science of learning, the art of teaching will also be discussed.

**EDUC 6271***Identifying Outstanding Talents and Potentials in Students (3-0-3)*

An examination of the nature of children and youth having high potential in multiple areas. Includes consideration of definitions, characteristics, and identification of the gifted and talented as reflected in historical and contemporary theory and research. *Prerequisite(s): none.*

**EDUC 6272***Developing Outstanding Talents and Potentials in Students (3-0-3)*

An opportunity to develop and implement appropriately challenging instructional strategies and materials, and to examine and critique teaching models for meeting the unique educational needs of the bright learner in the classroom. *Prerequisite(s): EDUC 6040 Tests and Measurement for Educational Leaders.*

**EDUC 6273***Curriculum and Program Design for Developing Talents (3-0-3)*

An investigation of administrative designs, conceptual programs, and approaches to provide qualitatively differentiated curriculum for the bright learner. *Prerequisite(s): EDUC 6272.*

**EDUC 6950***Selected Topics in Foundational Education (3-0-3)*

This course examines problems in the light of recent knowledge and research in foundational education. The focus is on specifically designated areas of foundational education.

**EDUC 7001***Education Specialist Seminar I (3-0-3)*

The course involves developing skills of self-analysis, goal setting and building fundamental communication and leadership qualities. A personal/ interpersonal approach will be used to examine themes related to developing leadership/change agent skills. Themes addressed include the change process, leadership, collaboration, and context issues.

**EDUC 7002***Education Specialist Seminar II (3-0-3)*

School will be examined as a political institution within various contexts and constraints which affect leaders in the school community. Themes will include the change process, leadership, collaboration, context and policy issues. *Prerequisite(s): EDUC 7001.*

**EDUC 7003***Education Specialist Seminar III (3-0-3)*

Students will work with their "mentor leader" to apply knowledge and skills gained within their own role and workplace. These experiences will allow students to further develop, directly apply, and demonstrate their knowledge and skills related to leadership. *Prerequisite(s): EDUC 7001 and EDUC 7002.*

**EDUC 7004***Philosophy of Education (3-0-3)*

The content of this course includes descriptions of the following branches of philosophy: epistemology, metaphysics, ethics, and aesthetics. The focus is on philosophical concepts and questions which have special relevance to education in the 21st century. *Prerequisite(s): Admission to Graduate Program.*

**EDUC 7005***History of American Education (3-0-3)*

The course is intended for graduate level students interested in the area of historical foundations of education in the M.Ed. and Ed.S. programs. The intellectual examination of the content is education specific history. *Prerequisite(s): Admission to Graduate Program.*

**EDUC 7006***Comparative Education (3-0-3)*

This course is an in-depth study of representative school systems in the world. Particular attention is given to the role of education in economic development; governance and structure. Additional issues will include race, gender, and ethnicity. *Prerequisite(s): Admission to Graduate Program.*

**EDUC 7021***Conducting Educational Research (3-0-3)*

This course prepares students in the application of descriptive and inferential statistics for planning and conducting research in education. Data analysis include: central tendency, variability, distributions, correlations, hypothesis testing, t-tests, linear regression, and chi-square analysis. *Prerequisite(s): Admission to the Ed.S. program.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

# ENGL - English Courses

## ENGL 0090

*Developmental English ESL I (3-0-3)*

Designed for the non-native speaker of English, this course provides instruction in writing at the sentence and paragraph levels. Supervised multi-media activities geared towards individual linguistic needs are included. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): TOEFL Score of 500-549 (Computer-based TOEFL Score of 173-212).*

## ENGL 0091

*Developmental English ESL II (3-0-3)*

Designed for the non-native speaker of English, this course provides instruction in the writing processes at the essay level. Supervised multi-media activities geared towards individual linguistic needs are included. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): ENGL 0090 or TOEFL Score of 550-599 (Computer-based TOEFL Score of 213-249).*

## ENGL 0097

*Developmental English I (3-0-3)*

This course provides instruction in writing sentences, composing paragraphs, and editing compositions. Course work includes intensive writing practice, analyses of sample compositions, and group and individual assignments. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): Writing Compass Score ≤ 38.*

## ENGL 0099

*Developmental English II (3-0-3)*

This course provides instruction in writing and editing essays. Course work includes intensive writing practice, analysis of sample compositions, and group and individual assignments. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): ENGL 0097 or Writing Compass Score of 39-77.*

## ENGL 1101

*College Composition I (3-0-3)*

Composition I focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation. This course also includes introductory use of a variety of research skills. The course provides instruction in word processing and in computer-based research. A grade of C or better is required. Once students have earned and/or transferred in 18 hours, they must continue to register for ENGL 1101 until successfully completing the course. *Prerequisite(s): None.*

## ENGL 1102

*College Composition II (3-0-3)*

Literature-based, Composition II develops writing skills beyond the levels of proficiency required in English 1101. Interpretation and evaluation are emphasized, and more advanced research methods are incorporated. The course includes instruction in composition of a research paper. A grade of C or better is required. Once students have successfully completed ENGL 1101 and have earned 27 hours, they must continue to register for ENGL 1102 until successfully completing this course. *Prerequisite(s): ENGL 1101, with a grade of C or better.*

## ENGL 1113

*Honors Freshman Composition I (3-0-3)*

This course develops more advanced skills in critical reading, thinking, and writing than is possible in 1101. The course incorporates study of texts by some of the world's most influential thinkers into a framework which develops skills in critical reading, critical thinking, and writing at a level more advanced than is possible in English 1101. The course also includes basic instruction in word-processing and in computer-based research. A grade of C or better is required. A student who fails to make a C or better in 1113 must take English 1101. *Prerequisite(s): Eligibility for honors English/Invitation of the Department.*

## ENGL 1114

*Honors Freshman Composition II (3-0-3)*

A literature-based composition course, ENGL 1114 emphasizes research, analysis, interpretation, and evaluation. Based in literature which reflects cultural diversity, English 1114 explores a greater variety of literature and of theoretical approaches to literature than is possible in English 1102. This course includes instruction in library and computer-based research and correct reporting and documenting of research in a lengthy paper. A grade of C or better is required. A student who fails to make a C or better in 1114 must take English 1102. *Prerequisite(s): Satisfactory completion of English 1113/Eligibility for honors English/Invitation of the Department.*

## ENGL 1210

*Preparation for the Regents' Test (1-0-1)*

Intensive instructions in critical reading and expository writing in preparation for the Regents' Test. Suggested for students whose teachers recommended additional preparation; students who have made a C in English 1101 and/or 1102 on their first try; students who have been out of school for a number of years. Strongly recommended for students who have transferred English 1101 credits to ASU; all non-native English speakers; students who have repeated 1101 or 1102 and have made C's. Students who have taken the Regents' Test and failed it may not take this course.

## ENGL 2110

*Creative Writing (3-0-3)*

Study and application of the techniques of writing fiction, poetry, and drama. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ENGL 2250***Introduction to Literary Studies (3-0-3)*

A course in the fundamental concepts, strategies, and skills needed for the pursuit of a degree in English. Involves study and application of literary terminology and a survey of critical and theoretical approaches to literature. Covers major literary genres and provides intensive instruction in fundamentals of writing about literature: critical thinking, close reading, bibliography and research methods, and conventions of academic writing. Requires completion of a formal research paper with a grade of C or better. *Prerequisite(s): ENGL 1101-1102 or 1113 -1114 with a grade of C or better.*

**ENGL 2950***Selected Topics (3-0-3)*

A study of various literary developments, including movements, authors, and genres of interest to the lower-division undergraduate student. *Prerequisite(s): ENGL 1101- 1102 or ENGL 1113-1114 with a grade of C or better.*

**ENGL 3001***Anglo-Saxon and Middle English Literature (3-0-3)*

A survey of English Medieval literature, including the major genres and works of the period from Beowulf through Mallory. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001; ENGL 2250.*

**ENGL 3002***English Literature from the Renaissance to the Restoration (3-0-3)*

A survey of English literature from 1485 to the Restoration. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001; ENGL 2250.*

**ENGL 3003***English Literature from the Restoration through the Romantics (3-0-3)*

A survey of English literature from the Restoration to 1830. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001; ENGL 2250.*

**ENGL 3004***English Literature of the Victorian and Modern Periods (3-0-3)*

A survey of English literature from 1830 to 1945. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001; ENGL 2250.*

**ENGL 3101***American Literature to the Rise of Realism (3-0-3)*

A survey of major writers, movements, and historical periods to 1875. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001; ENGL 2250.*

**ENGL 3102***American Literature since the Rise of Realism (3-0-3)*

A survey of major writers, movements, and historical periods since 1875. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001; ENGL 2250.*

**ENGL 3110***African-American Literature (3-0-3)*

A survey of African-American literature from the early slave narratives to the present. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3120***Southern Literature (3-0-3)*

A survey of works by Southern writers, with emphasis on twentieth-century prose writers. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3210***Film Appreciation (3-0-3)*

An introduction to the art of the motion picture, including a consideration of camera movement, camera angles, lighting, editing, mise en scene, acting, plot and story. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3212***Introduction to Film History (3-0-3)*

A study of the history and technique of the motion picture, concentrating on film from 1890 to 1940. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3221 / COMD 3221***History of the Theatre I (3-0-3)*

An introduction to the art of theater, as well as an historical survey of the development of Western drama from Ancient Greece to the Middle Ages. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3222 / COMD 3222***History of the Theatre II (3-0-3)*

A continuation of ENGL 3221, beginning with the English Restoration; a study of stage design and technology and the development of dramatic literature to the modern period. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3310/WMST 3310***Women's Literature (3-0-3)*

An examination of a wide range of women writers, both classic and contemporary, with an emphasis on multicultural and/or multidisciplinary approaches. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ENGL 3320***Children's Literature (3-0-3)*

A survey of literature for children, including poetry, picture books, fiction, and non-fiction for use across the curriculum. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

**ENGL 3330***Literature for Pre-Adolescents and Adolescents (3-0-3)*

Designed for teachers in the middle grades. A survey of types of literature primarily read by pre-adolescents and adolescents. This course does not count toward the English major or minor. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3600 / COMW 3600***Creative Writing Workshop (Sandhills) (3-0-3)*

Study and application of the techniques of fiction, poetry, and drama. Enrollment in this course entails free participation in the Sandhills Writers Conference, attendance at its sessions, and individual conferences with and critiques by its staff. Students cannot receive credit for both ENGL 3600 and COMW 3600. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2110.*

**ENGL 3620 / COMW 3620 / COMD 3620***Writing for the Theatre (3-0-3)*

A workshop in the writing of one-act and full-length plays or screenplays. Topics include Aristotle and dramatic theory, plot structure, character, dialogue, naturalism, symbolism, theme, production problems, and manuscript format. Students will write a one-act play or a short screenplay. Students cannot receive credit for more than one of the following: ENGL 3620, COMD 3620, and COMW 3620. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2110.*

**ENGL 3630 / COMW 3630***Writing Song Lyrics and Poems (3-0-3)*

An introductory course in the writing of verse and poetry. Students will study successful songs and poems and write numerous songs and poems of their own. Some studio recording and public reading of selected student writing will be required. Students cannot receive credit for both ENGL 3630 and COMW 3630. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2110.*

**ENGL 3640***Writing Short Fiction (3-0-3)*

An introduction to the basic concepts and procedures important to the processes of creating short works of fiction. Students will write stories, review stories, critique the work of other students, and analyze selected texts focusing on the writing process. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2110.*

**ENGL 3650 / COMW 3650***Grant Writing (3-0-3)*

An introduction to the basic concepts, strategies, and practices essential for producing effective grant proposals. Integrates study of grant-writing theory and mechanics with assignments that enable students to apply knowledge in practical form. Develops skills useful to majors across the curriculum and applicable in various professional careers. Students cannot receive credit for both ENGL 3650 and COMW 3650. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

**ENGL 3680 / COMW 3680***Technical Writing (3-0-3)*

Intensive study of the theory and practice of writing procedures, proposals, grants, manuals, reports, summaries of technical processes, basic forms of business correspondence, and of creating effective supporting graphics. Attention is given to editing skills, effective use of format, headings, table of contents, and appendices, and mastery of tone manipulation through vocabulary, syntax, content, and layout. Students communicate complex subject matter to specific audiences, lay and technical, in primary technical forms. Students cannot receive credit for both ENGL 3680 and COMW 3680. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

**ENGL 3681***Advanced Writing (3-0-3)*

Practice in various types of writing appropriate to the academic and career interests of the student. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3683 / COMJ 3030***Feature Writing (3-0-3)*

A practical course in writing and marketing various types of feature articles for newspapers, magazines, and other periodicals. Students cannot receive credit for both ENGL 3683 and COMJ 3030. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

**ENGL 3810***Teaching Writing in Middle Grades (3-0-3)*

Intensive practice in various types of writing within a study of composition theory and pedagogical issues relevant to teaching writing in the middle grades. This course does not count toward the English major or minor. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3820***Teaching Writing in the Secondary School (2-2-3)*

A consideration of theory and practice in the teaching of writing and of grammar at the high school level. A field experience of 45 clock hours is a required component of this course (This course does not count in the English minor or in the Literature, Creative Writing, or Rhetoric and Composition Tracks of the English major). *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**ENGL 4000***Studies in British Literature (3-0-3)*

An intensive study of selected topics in the literature of the British Isles. The course may focus on periods, literary movements, or genres. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4100***Studies in American Literature (3-0-3)*

An intensive study of selected topics in American literature. The course may focus on literary movements, periods or genres, e.g. the Harlem Renaissance, Southern drama, or the literature of New England. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4200***Studies in Genre (3-0-3)*

An intensive examination of a particular genre (e.g. epic, tragedy, or satire). *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4220 / COMD 4220***Contemporary Theatre (3-0-3)*

A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.; ENGL 2250.*

**ENGL 4230***Modern Poetry (3-0-3)*

A study of the major movements in English and American poetry from World War I to the present. Emphasis is placed on Eliot, Yeats, Pound, Frost, and Auden. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4250***The Modern American Novel (3-0-3)*

A study of several major American novels written since World War I, including works by such novelists as Hemingway, Fitzgerald, Faulkner, Morrison, and Bellow. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4261***The English Novel to 1900 (3-0-3)*

A survey of the English novel, emphasizing the novels of Defoe, Richardson, Fielding, Austen, Bronte, Dickens, and Hardy. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4262***The Modern British Novel (3-0-3)*

A study of several modern British novels, with emphasis on works by Conrad, Woolf, Lawrence, Forster, Greene, and Joyce. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4310/WMST 4310***Studies in Feminism (3-0-3)*

A course which uses feminist scholarship to analyze selected texts and topics. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4330***Studies in Popular Culture (3-0-3)*

An examination of selected topics in popular culture. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4350***Studies in Medieval Literature and Medievalism (3-0-3)*

An intensive study of selected topics in medieval literature and literary traditions that grow out of the Middle Ages. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4360***Studies in World Literature (3-0-3)*

An intensive study of selected topics in world literature. The course may focus on major figures, periods, literary movements, or genres. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4410***Chaucer (3-0-3)*

A study of *Troilus and Criseyde*, *The Canterbury Tales*, and some minor poems. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4420***Shakespeare (3-0-3)*

The major Shakespearean histories, comedies, and tragedies within the context of the Elizabethan theater. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4430***Milton (3-0-3)*

The major and minor poems and selected prose of Milton. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4440***Studies in Major British Authors (3-0-3)*

An intensive examination of the works of a major British writer (e.g., Blake, Joyce, or Woolf). *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ENGL 4450***Studies in Major American Authors (3-0-3)*

An intensive examination of the works of a major American writer (e.g., Faulkner, Melville, or Morrison). *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4510***Literary Theory (3-0-3)*

A study of the major critics from Aristotle to the present, with emphasis on the development of various twentieth-century critical positions. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4520***Theories of Writing (3-0-3)*

An introduction to theories of writing, both classical and modern, including the perspectives offered by linguistics, psychology, rhetoric, and literary theory. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4530***Studies in Theory (3-0-3)*

An intensive examination of selected topics in critical theory and practice; the course may focus on major theorists, periods, or movements. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4601***Major Project I (3-0-3)*

An independent study course which allows the student to devote full attention to a writing project. The student should focus on some aspect of narrative, dramatic, or poetic writing and should produce a work of publishable or near-publishable quality. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2110.*

**ENGL 4602***Major Project II (3-0-3)*

An advanced independent study course which allows the student to devote full attention to a writing project. The student should focus on some aspect of narrative, dramatic, or poetic writing and should produce a work of publishable quality. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2110.*

**ENGL 4630***Poetry Workshop (3-0-3)*

An intensive practicum in the writing of poetry. Students will write and revise their own poetry, participate in a weekly workshop of evaluation and criticism, and read extensively in the work of contemporary poets. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2110.*

**ENGL 4640***Fiction Workshop (3-0-3)*

Advanced concepts and procedures important to the writing process, among them questions of genre, mode, and technique. Students will write material in the (fiction) genre of their choice, critique the work of other students, analyze selected published works, and read selected texts focusing on the writing process. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2110.*

**ENGL 4680***Studies in Writing (3-0-3)*

An intensive study of selected topics in professional or creative writing. The course may focus on issues of craftsmanship, technique or genre. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4711***Introduction to Linguistics (3-0-3)*

The fundamentals of descriptive and structural linguistics; phonemes and phonemic transcription; morphology and syntax; and transformational grammar. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4712***Modern Grammatical Systems (3-0-3)*

An examination of modern grammatical systems, with emphasis on a description of the grammatical structure of English. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250; ENGL 4711.*

**ENGL 4720***History and Structure of the English Language (3-0-3)*

A study of the history and structure of the English language from Old English to the present. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4950***Selected Topics (3-0-3)*

Seminar in a particular author, period, style, subject or movement, often conducted on an interdisciplinary basis. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; and ENGL 2250.*

**ENGL 4960***Undergraduate Internship (V-0-V)*

An internship is a service-learning experience based in an off-campus agency or organization. The experience entails the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta State University faculty and the cooperating organization or agency. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250, and permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ENGL 4990***Undergraduate Research (3-0-3)*

A major research project exploring a specific topic under the close direction of the supervising instructor. Emphasis is placed on the student's learning research techniques. The student should produce a work of near-publishable quality. *Prerequisite(s): Permission of the instructor.*

**ENGL 6010***Special Topics in World Literature (3-0-3)*

An intensive study of selected topics in world literature. The course may focus on major figures, periods, literary movements, or genres, and will usually include non-Western as well as Western texts. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6110***Special Topics in Genre (3-0-3)*

A comparative study of a particular genre, such as comedy, tragedy, or satire. *Prerequisite(s): Admissions to the graduate program and permission of the instructor.*

**ENGL 6125***Literature for Children (3-0-3)*

A critical study of literature for children. Topics include the history of children's literature, a survey of types of children's literature, and problems in teaching. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6130***Topics in Pre-adolescent and Adolescent Literature (3-0-3)*

A critical study of literature appropriate for middle grades students. Topics include major genres and major authors in the context of critical perspectives. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6230***Studies in African-American Literature (3-0-3)*

Study of major texts in African-American literature, beginning with early slave narratives. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6250***Studies in Women's Literature (3-0-3)*

An examination of a wide range of women writers, with an emphasis on multicultural and/or multidisciplinary approaches. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6310***Literature of the English Middle Ages (3-0-3)*

Intensive study of the literature of the English Middle Ages, from Beowulf through Mallory. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6315***Literature of the English Renaissance (3-0-3)*

Intensive study of English literature from 1485 to the Restoration, excluding Shakespeare. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6320***English Neoclassical and Romantic Literature (3-0-3)*

Intensive study of English literature from the Restoration to 1830. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6325***English Literature: Victorian through the Early Twentieth Century (3-0-3)*

Intensive study of English Literature from 1830 to 1945. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6350***Topics in British Literature (3-0-3)*

Selected topics in the literature of the British Isles, including periods, literary movements, or genres. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6410***American Literature to 1875 (3-0-3)*

Intensive study of major writers, movements, and historical periods in American literature to 1875. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6420***American Literature Since 1875 (3-0-3)*

Intensive study of major writers, movements, and historical periods in American literature since 1875. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6440***Studies in Southern Literature (3-0-3)*

An intensive study of works by Southern writers, with emphasis on the twentieth century. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6450***Topics in American Literature (3-0-3)*

An intensive study of selected topics in American literature, including literary movements, periods or genres. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**ENGL 6550***Studies in Major British Authors (3-0-3)*

An intensive examination of the works of one or two major British writers (e.g. Blake, Joyce, or Woolf). *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6560***Studies in Major American Authors (3-0-3)*

An intensive examination of the works of a major American writer (e.g., Faulkner, Melville, or Morrison). *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6610***English Language: History and Structure (3-0-3)*

Studies in the nature of linguistic change and the development of the English language from Old English to the present. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6620***English Linguistics (3-0-3)*

Introduction to English linguistics: studies in the nature of language, phonology, morphology, syntax, semantics, and language variation. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6625***Contemporary English Grammar and Usage (3-0-3)*

Modern grammar and usage. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6700***Special Topics in Writing (3-0-3)*

Selected topics in professional or creative writing, appropriate for graduate study. The course may focus on issues of craftsmanship, technique, or genre. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6800***Issues in Literary Criticism (3-0-3)*

A study of important issues in literary criticism with emphasis on twentieth-century critical thought. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 6950***Special Topics (3-0-3)*

Seminar in a particular author, period, style, subject, or movement, often conducted on an interdisciplinary basis. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 7000***Research in World Literature (3-0-3)*

A seminar in world literature with emphasis on research and critical evaluation of a specific theme or aspect of world literature. Intensive research project required. *Prerequisites: Admission to the graduate program and permission of the instructor.*

**ENGL 7300***Research in British Literature (3-0-3)*

Studies in selected authors, movements, or subjects in English literature. Intensive research project required. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 7400***Research in American Literature (3-0-3)*

Studies in selected authors, movements, or subjects in American literature. Intensive research project required. *Prerequisite(s): Admission to the graduate program and permission of the instructor.*

**ENGL 7500***Research: Major Author (3-0-3)*

Study of the works of a major author. Intensive research project required. *Prerequisites: Admission to the graduate program and permission of the instructor.*

## ENGR - Engineering Courses

**ENGR 2020***Statics (3-0-3)*

Elements of statics in two and three dimensions, centroids, friction, distributed loads, free-body diagrams. *Prerequisite(s): PHYS 2211 (C or better).*

**ENGR 2040***Dynamics (3-0-3)*

Kinematics and dynamics of particles and rigid bodies in one, two, and three dimensions. Work-energy and impulse-momentum concepts. *Prerequisites: ENGR 2020 (C or better).*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

## FINC - Finance Courses

**Note: in order to enroll in any FINC course numbered 3000-4950, a student must be accepted into the James M. Hull College of Business (see p. 162) and meet the listed prerequisites for the class.**

### **FINC 1410**

*Personal Finance (3-0-3)*

Provides individuals with the tools necessary to manage their personal financial affairs. Topics covered include budgeting, debt management, investments, insurance, taxes, and real estate. This course may not be used to fulfill major requirements for business. *Prerequisite(s): None.*

### **FINC 3400**

*Corporate Finance (3-0-3)*

This course deals with the fundamental tools of financial management: financial statement analysis, the time value of money, risk and return measurement, valuation of financial assets, capital budgeting decisions and cost of capital. *Prerequisite(s): ECON 2106, ECON 2105, ACCT 2101, and ACCT 2102 (all with grades of C or better) and 50 semester hours.*

### **FINC 3405**

*Financial Planning (3-0-3)*

This course is designed to introduce the theory and practice of personal financial planning. The course coverage includes an overview of the financial planning process including insurance, education funding, cash management and budgeting, retirement, investment and tax planning. *Prerequisite(s): 60 semester hours including ECON 2105, ECON 2106, ACCT 2101 and ACCT 2102 (all with grades of C or better) or permission of the instructor.*

### **FINC 3410**

*Risk Management (3-0-3)*

This course gives the student an understanding of pure risk, the nature of risk management, the role of risk managers, and the various tools of risk management with major emphasis on insurance. *Prerequisite(s): 60 semester hours or permission of the instructor.*

### **FINC 3420**

*Real Estate (3-0-3)*

A fundamental coverage of real property rights and interests, mortgage financing, taxation, leasing and settlement. Course provides information for the consumer and/or investor on how to select, finance and manage real property. *Prerequisite(s): 60 semester hours or permission of the instructor.*

### **FINC 4410**

*Advanced Corporate Finance (3-0-3)*

This course is designed to further both theoretical and practical applications of corporate finance. Substantial emphasis will be placed on capital budgeting, cost of capital, capital structure, dividend policy, and financial planning. *Prerequisite(s): FINC 3400 with a grade of B or better.*

### **FINC 4420**

*Financial Markets and Institutions (3-0-3)*

This course explores the role of financial markets and institutions in the economy. Topics include money and capital markets, the role of the Federal Reserve and the function and operating characteristics of financial institutions. *Prerequisite(s): FINC 3400 with a grade of C or better.*

### **FINC 4421**

*Investment and Portfolio Analysis (3-0-3)*

This course provides an introduction to the various types of securities traded in the financial markets, investment theory and practice, portfolio construction and management, and investment strategies and tactics. Coverage includes both fundamental and technical analysis. *Prerequisite(s): 50 semester hours including ACCT 2101, ACCT 2102, ECON 2105, and ECON 2106 each with a grade of C or better.*

### **FINC 4430**

*Estate Planning (3-0-3)*

This course is designed to introduce students to the various techniques available to effectively conserve and transfer wealth. The various topics covered in this course include trusts, wills, probate, charitable giving and advanced directives. An emphasis is placed on developing an understanding of the underlying financial, non-financial, legal and tax aspects associated with the estate planning process. *Prerequisite(s): FINC 3405 with a grade of C or higher.*

### **FINC 4440**

*Retirement Planning (3-0-3)*

This course is designed to introduce students to public and private retirement plans including Social Security, Medicare, Medicaid, defined benefit plans and defined contribution plans. Students are exposed to the relevant underlying academic theory as well as the practical application and decision making from both individual and business perspectives. *Prerequisite(s): FINC 3405 with a grade of C or higher.*

### **FINC 4950**

*Selected Topics in Finance (3-0-3)*

A course and/or directed study of a major issue, practice, or problem in the area of finance. Content to be decided based on needs and professional objectives of students and the experience and availability of faculty. *Prerequisite(s): Permission of the advisor to use the course in the area of the major and senior standing.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**FINC 6400***Managerial Finance (3-0-3)*

This course is designed to provide the student with an understanding of the role of finance in managerial decision making. Cases and/or supplemental readings are used to apply financial concepts. *Prerequisite(s): Graduate (MBA) student status and FINC 3400 or equivalent.*

**FINC 6421***Investments (3-0-3)*

This course provides an introduction to the various types of securities traded in the financial markets, investment theory and practice, portfolio construction and management, and investment strategies and tactics. Coverage includes both fundamental and technical analysis. *Prerequisite(s): FINC 3400 or permission of instructor.*

**FINC 6950***Selected Topics in Finance (3-0-3)*

A variable content course designed to meet the needs, interests, and professional objectives of graduate students in finance. *Prerequisite(s): Graduate (MBA) student status and FINC 3400 or equivalent.*

## FREN - French Courses

Note: For additional courses in French, consult the Studies Abroad (**SABR**) courses described on p. 305.

**FREN 1001***Elementary French I (3-V-3)*

Fundamentals of listening, speaking, reading, and writing French in a proficiency-based classroom. Introduction to French-speaking cultures. Designed for students who have never studied French. Students who entered ASU for the first time in the fall of 1998 or later, or those returning students who have not been enrolled for two consecutive years prior to 1998, will not be able to count Foreign Language 1001 towards graduation if it is the same language they took in high school. (First time freshmen who graduated from high school five or more years ago may count Foreign Language 1001.) However, it does count for computing eligibility for financial aid and calculating full-time student status. Students taking the language for the first time will receive credit. For CPC students, please consult p. 5 of the catalog. Not open to native speakers. Heritage speakers should take the placement exam.

**FREN 1002***Elementary French II (3-V-3)*

A continuation of French 1001. Students admitted provisionally with CPC deficiency in foreign languages may take this course to satisfy the foreign language CPC requirement. *Prerequisite(s): FREN 1001 or placement.* Not open to native speakers. Heritage speakers should take the placement exam.

**FREN 2001***Intermediate French I (3-V-3)*

This proficiency-centered course is designed to build on high school French or on FREN 1002. More emphasis will be placed on listening, speaking, and reading skills in practical situations. Students will learn how to “get around” in places where French is spoken natively. *Prerequisite(s): FREN 1002 or placement.* Not open to native speakers. Heritage speakers should take the placement exam.

**FREN 2002***Intermediate French II (3-V-3)*

This proficiency-centered course includes a grammar review and more intensive work in listening comprehension, speaking, and reading, with more emphasis on writing than in FREN 2001. French-speaking cultures will be studied through music, art, film, literary and cultural readings, including current events. At the end of this course, students should have a basic competence in French. Students who wish to take upper-division courses in French will need to demonstrate sufficient proficiency as determined by the foreign language faculty before enrolling in major/minor courses. Not open to native speakers. Heritage speakers should take the placement exam. Students must earn a C or better in order to take classes at the 3000/4000 level.

**FREN 2950***Studies in Francophone Culture (3-V-3)*

A variable content course taught in English that will center on one Francophone country or area, or a specific issue dealing with Francophone culture. May not be counted towards the French major and may not satisfy foreign language requirement.

**FREN 3100***Oral Expression in French (3-0-3)*

An intensive course in which students will learn strategies for communication on levels from conversing in everyday practical situations to discussing opinions on politics, culture, and the arts. May not be taken by native speakers of French. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 3210***French Culture I: The Francophone World (3-0-3)*

French in North America, with emphasis on the history and contemporary situation of Quebec; French in West and North Africa, the Caribbean, Vietnam. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**FREN 3221***French Culture II: The Hexagon (3-0-3)*

Historical overview of France emphasizing great moments in French history and the arts; a course designed in part to prepare students to visit French cathedrals, chateaux, monasteries, museums, and other historical and cultural sites of France. Paris will be highlighted. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 3222***French Culture III: French in Contemporary Europe (3-0-3)*

This course will examine the role of contemporary France, Belgium, Switzerland, and Luxembourg in the European Union. Students will use television broadcasts, journal articles, and the World Wide Web. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 3300***Written Expression in French (3-0-3)*

An intensive course in which students will learn strategies for written communication on numerous levels and in varied styles: compositions based on personal topics, current events, literary readings; styles range from email messages, letters, creative writing, imitation of stylistic models. Course includes advanced grammar and stylistics. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 3400***French Phonetics (3-0-3)*

A course in descriptive, comparative/contrastive and corrective phonetics. Students will learn the sound system of French and how it relates to spelling. Emphasis will be put on comparing the French sound system to that of American English. The course will address common American phonetic errors in French from both a pedagogical and a corrective point of view. Morphology and syntax will be studied as they relate to phonology. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 3510***Introduction to French Literature (3-0-3)*

An introduction to literary reading and analysis, based on texts in prose, poetry and dramatic forms. Analysis of narrative (short story and novel) in terms of characterization, plot, setting, role of the narrator, etc.; introduction to poetics, including versification, and the use of figurative language in classical and romantic forms; selected readings from the classical and romantic theater. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 3710***Masterpieces of French Film (3-0-3)*

Study of films by Jean Renoir, Francois Truffaut, Jean-Luc Godard, Louis Malle and other great French directors; films starring Gerard Depardieu, Catherine Deneuve, Isabelle Adjani, and others. Development of the film medium in historical-cultural perspective. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 4100***Advanced Oral Expression in French (3-0-3)*

An intensive, advanced course in which students will use strategies for communication on levels from conversing in everyday practical situations to discussing opinions on politics, culture, and the arts. May not be taken by native speakers of French. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 4300***Advanced Written Expression in French (3-0-3)*

An intensive course at an advanced level in which students will learn strategies for written communication on numerous levels and in varied styles: compositions based on personal topics, current events, literary readings; styles range from email messages, letters, creative writing, imitation of stylistic models. Course includes advanced grammar and stylistics. Advanced stylistics will be stressed. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 4520***Classical and Romantic Theater (3-0-3)*

Study of masterworks of drama from the 17th and 19th centuries. In addition to literary-critical discussion, students memorize and produce scenes from the plays, which are recorded. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 4530***Modern Theater (3-0-3)*

Study of masterworks of drama from the 20th century. In addition to literary-critical discussion, students memorize and produce scenes from the plays, which are recorded. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 4550***Masterpieces of Poetry (3-0-3)*

Study of poetry from the medieval period through the modern era. A survey of major movements and representative writers; techniques of poetic artistry (versification, figurative language, strophic forms) and sources of inspiration. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 4560***Masterpieces of the Novel (3-0-3)*

Studies of the novel, from the medieval romance to modern realistic and philosophical narrative. The art of extended narration as developed in France; literary movements, themes and techniques. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 4590***Literature in Translation (3-0-3)*

Special course, with varying content, cross-listed with Humanities, English and/or other languages. Readings of major French literary works in English translation; classroom discussions and writing assignments also in English. French majors may take

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

no more than one course in translation for major credit. *Prerequisite(s): ENGL 1001-1002 or 1113-1114; HUMN 2001-2002; a grade of C or better in FREN 2002 or placement.*

**FREN 4801**

*Methods and Materials for Teaching Foreign Language I  
in the Elementary School (2-1-2)*

Methods and materials for listening, speaking, reading, writing, and cultural activities appropriate for elementary and middle school learners. First and second language acquisition theories, a review of foreign language teaching methods, testing procedures and teacher preparation and evaluation. A field experience of 45 clock hours is a required component of the course. *Prerequisite(s): Junior status and permission of the instructor.*

**FREN 4802**

*Methods and Materials for Teaching Foreign Language II  
in the Elementary School (2-1-2)*

Methods and materials for listening, speaking, reading, writing, and cultural activities appropriate for secondary learners. First and second language acquisition theories, a review of foreign language teaching methods, testing procedures and teacher preparation and evaluation. A field experience of 45 clock hours is a required component of the course. *Prerequisite(s): Junior status and permission of the instructor.*

**FREN 4950**

*Special Topics in French (3-0-3)*

Special course, with varying content, cross-listed with Humanities, English and/or other languages. Topics such as the following: Great Thinkers of France; Modern Critical Theory; Modern French Mass-Media; Literature and Spirituality. *Prerequisite(s): a grade of C or better in FREN 2002 or placement.*

**FREN 6801**

*Methods and Materials for Teaching Foreign Languages I (3-0-3)*

Methods and materials for listening, speaking, reading, writing, and cultural activities appropriate for elementary and middle school learners. First and second language acquisition theories, a review of foreign language teaching methods testing procedures, and teacher preparation and evaluation. A field experience of 45 clock hours is a required component of the class. *Prerequisite(s): Admission to the graduate program - MAT.*

**FREN 6802**

*Methods and Materials for Teaching Foreign Languages II (3-0-3)*

Methods and materials for listening, speaking, reading, writing, and cultural activities appropriate for elementary and middle school learners. First and second language acquisition theories, a review of foreign language teaching methods testing procedures, and teacher preparation and evaluation. A field experience of 45 clock hours is a required component of the class. *Prerequisite(s): Admission to the graduate program - MAT.*

## **GEOG - Geography Course**

**GEOG 1111**

*World Geography (3-0-3)*

A study of the world and its topography, political divisions, cultural development, cultural spheres, geographic spheres, and climatic regions; as well as cartography, geology, physics, and astronomy, as they pertain to the earth.

**GEOG 1112**

*Introduction to Weather and Climate (3-2-4)*

Atmospheric composition and structure, clouds, precipitation, atmospheric motion and winds. Organized weather systems, including air masses, fronts and severe weather. Discussion of global climates includes circulation, wind systems and climate classification. *Prerequisite(s): MATH 1101 or MATH 1111.*

## **GEOL - Geology Courses**

**GEOL 1121**

*Introductory Geosciences I: Physical Geology (3-2-4)*

The study of minerals and rocks; fundamentals of earth structure and processes including vulcanism, mountain-building, erosion, sedimentation and metamorphism. Laboratory includes study of common minerals and rocks, and interpretation of geologic maps and cross-sections. *Prerequisite(s): Recommended but not required: MATH 1101 or MATH 1111.*

**GEOL 1122**

*Introductory Geosciences II: Historical Geology (3-2-4)*

A study of geologic principles applicable to earth history. Includes basic stratigraphy and paleontology. Survey of geologic time periods, including geological and biological events during earth development. *Prerequisite(s): GEOL 1121 or permission of the instructor.*

**GEOL 2950**

*Selected Topics (V-0-V)*

Concepts/topics in special areas of geology/geoscience. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**GEOL 4950**

Concepts/topics in special areas of geology/geoscience. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

*Selected Topics (V-0-V)*

**GEOL4990**

Individual modern geology/geoscience research. A minimum of three hours of laboratory work per week for each semester hour of credit. Report/thesis required. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

*Undergraduate Research (0-V-V)*

## GRMN - German Courses

Note: For additional courses in German, consult the Studies Abroad (**SABR**) courses described on p. 305.

**GRMN 1001**

Fundamentals of listening, speaking, reading, and writing German in a proficiency-based classroom. Introduction to German-speaking cultures. Designed for students who have never studied German. Students who entered ASU for the first time in the fall of 1998 or later, or those returning students who have not been enrolled for two consecutive years prior to 1998, will not be able to count Foreign Language 1001 towards graduation if it is the same language they took in high school. (First time freshmen who graduated from high school five or more years ago may count Foreign Language 1001.) However, it does count for computing eligibility for financial aid and calculating full-time student status. Students taking the language for the first time will receive credit. For CPC students, consult p. 5 of the catalog. Not open to native speakers. Heritage speakers should take the placement exam.

*Elementary German I (3-V-3)*

**GRMN 1002**

A continuation of German 1001. Students admitted provisionally with CPC deficiency in foreign languages may take this course to satisfy the foreign language CPC requirement. Not open to native speakers. Heritage speakers should take the placement exam. *Prerequisite(s): GRMN 1001 or placement.*

*Elementary German II (3-V-3)*

**GRMN 2001**

This proficiency-centered course is designed to build on high school German or on GRMN 1002. More emphasis will be placed on listening, speaking, and reading skills in practical situations. Students will learn how to "get around" in places where German is spoken natively. Not open to native speakers. Heritage speakers should take the placement exam. *Prerequisite(s): GRMN 1002 or placement.*

*Intermediate German I (3-V-3)*

**GRMN 2002**

This proficiency-centered course includes a grammar review and more intensive work in listening comprehension, speaking, and reading, with more emphasis on writing than in GRMN 2001. German-speaking cultures will be studied through music, art, film, literary and cultural readings, including current events. At the end of this course, students should have a basic competence in German. Students who wish to take upper-division courses in German will need to demonstrate sufficient proficiency as determined by the foreign language faculty before enrolling in courses for the minor. Not open to native speakers. Heritage speakers should take the placement exam. Students must earn a C or better in order to take classes at the 3000/4000 level. *Prerequisite(s): GRMN 2001 or placement.*

*Intermediate German II (3-V-3)*

**GRMN 3100**

An intensive course designed to examine the codes of oral communication in German and to improve the student's productive and receptive skills in a variety of practical situations. Special emphasis given to oral communication. May not be taken by native speakers of German. *Prerequisite(s): a grade of C or better in GRMN 2002 or placement.*

*Oral Communication in German (3-0-3)*

**GRMN 3220**

A course designed to introduce the student to contemporary German society and culture and the historical dimensions of contemporary social, political and intellectual issues. Emphasis on the development of productive and receptive skills in German. *Prerequisite(s): a grade of C or better in GRMN 2002 or placement.*

*German Society and Culture (3-0-3)*

**GRMN 3300**

An intensive course designed to teach the student the finer points of German grammar, examine the codes of written communication in German, and improve the student's productive and receptive skills in German. *Prerequisite(s): a grade of C or better in GRMN 2002 or placement.*

*German Grammar and Written Communication(3-0-3)*

**GRMN 3510**

A course designed to introduce the student to literary reading and analysis using exemplary works from German literature. Emphasis on the development of productive and receptive skills in German. *Prerequisite(s): a grade of C or better in GRMN 2002 or placement.*

*Introduction to German Literature (3-0-3)*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**GRMN 3520***Studies in German Literature (3-0-3)*

A course designed around the study of a particular genre, period or theme in German literature. Emphasis on the development of productive and receptive skills. *Prerequisite(s): a grade of C or better in GRMN 2002 or placement.*

**GRMN 4950***Selected Topics (3-0-3)*

A variable content course, intended to meet the interests of students studying German and desiring to make an intensive study of a specific area of German Studies. Emphasis on the development of productive and receptive skills. May be repeated for credit. *Prerequisite(s): a grade of C or better in GRMN 2002 or placement.*

## HIST - History Courses

**HIST 1111***Pre-Modern World Civilization (3-0-3)*

A survey of world history to early modern times. The course will examine the political, economic, social, and cultural aspects of various civilizations from ancient times to the Renaissance.

**HIST 1112***Modern World Civilization (3-0-3)*

A survey of world history from early modern times to the present. An examination of the development of world civilization from the beginnings of European colonization to the present, including events, trends, institutions, and ideas that have had global impact.

**HIST 1113***Issues in World Civilization (V, 1-2)*

Study of a major theme in pre- or post-1500 world history such as conflict, socioeconomic development, cultural interaction, or cultural/intellectual trends. Especially for transfers completing the Humanities requirement (Core Areas B and C).

**HIST 2111***United States to 1877 (3-0-3)*

A survey of American history to the post-Civil War period. A satisfactory grade will exempt a student from the requirement of passing before graduation an examination on the history of the United States and the history of Georgia.

**HIST 2112***United States since 1877 (3-0-3)*

A survey of the United States from the post-Civil War period to the present. A satisfactory grade will exempt a student from the requirement of passing before graduation an examination on the history of the United States and the history of Georgia.

**HIST 3001***Historical Research Methods (3-2-4)*

A study of the methods of historical research and analysis as well as the generally accepted usages in historical composition and citation. *Prerequisite(s): Completion of two of the following courses—HIST 1111, HIST 1112, HIST 2111, and HIST 2112—or permission of instructor.*

**HIST 3111/5111***History and Culture of Africa (3-0-3)*

A survey of the political, economic, social, and intellectual history of the African continent from ancient times to the present. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3211/5211***History and Culture of East Asia (3-0-3)*

A survey of Asian civilizations emphasizing cultural institutions and reactions to Western encroachment. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3271/5271***History and Culture of India (3-0-3)*

Indian history and culture from Indus Valley civilization to modern times including topics such as religions, philosophy, art, architecture, society, and family. *Prerequisite(s): HIST 1111 or HIST 1112.*

**HIST 3311/5311***Modern Russia (3-0-3)*

Russia from the late nineteenth century to the present. Origins, development, and collapse of the Soviet state. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3371/5371***England to 1689 (3-0-3)*

A study of the origins and development of England politically, economically, socially, and culturally from the earliest settlements through the Revolution of 1688 establishing constitutional monarchy. *Prerequisite(s): HIST 1111 or permission of instructor.*

**HIST 3381/5381***England Since 1689 (3-0-3)*

A study of the constitutional developments, rise of parliamentary supremacy, impact of the Industrial Revolution, and institutional and social reforms in the nineteenth and twentieth centuries. *Prerequisite(s): HIST 1112 or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**HIST 3391/5391***British Empire and Commonwealth (3-0-3)*

A survey of the political, economic, social, and intellectual history of the British Empire and Commonwealth. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3411/5411***Indians of North America (3-0-3)*

Origins and cultures of native peoples of America north of Mexico. Discusses impact of arrival of Europeans in North America. *Prerequisite(s): HIST 2111 or permission of instructor.*

**HIST 3431/5431***African-American History to 1877 (3-0-3)*

An examination of the origins of man; the kingdoms of West Africa; African political, economic, and social systems; the slave trade; slavery in the Americas; and the experiences of African Americans through the presidential election of 1876.

**HIST 3441/5441***African-American History since 1877 (3-0-3)*

An examination of the lives of black Americans in their search for freedom in the South, North, and West following the presidential election of 1876 and into the twentieth century.

**HIST 3481/5481***American Social and Intellectual History (3-0-3)*

A study of some of the major social developments and political and cultural ideas that have shaped American history since the Revolutionary era. *Prerequisite(s): HIST 2111 or HIST 2112 or permission of instructor.*

**HIST 3491/5491***Military History of the United States (3-0-3)*

Overview of American military history from colonization to the present, including major wars, campaigns, battles, institutional and organizational development, and strategy.

**HIST 3511/5511***Colonial Latin America (3-0-3)*

A survey of the pre-Columbian era and of the Iberian backgrounds, explorations, conquests, and institutions in Latin America through the wars of independence.

*Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3521/5521***Modern Latin America (3-0-3)*

A survey of the national histories of the Latin American states since the wars of independence. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3531/5531***History of Mexico (3-0-3)*

An examination of pre-Cortesian civilizations, Spanish conquest, colonial institutions, and the period since independence with special emphasis on Mexico since 1917. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3591/5591***Inter-American Relations (3-0-3)*

A study of the cultural, commercial, and diplomatic relations among the American republics. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3711/5711***Georgia History (3-0-3)*

A study of the history of Georgia that focuses on state and local history and shows the connections with national and world events. This course fulfills the legislative requirement for Georgia history. *Prerequisite(s): HIST 2111 or HIST 2112 or permission of instructor.*

**HIST 3811/5811***History and Culture of the Islamic World (3-0-3)*

A survey of the political, economic, social, and intellectual history of the predominantly Muslim-populated regions in the Eastern Hemisphere from the seventh century to the present. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3831/5831***Archaeology (3-0-3)*

Examines theories, methods, and techniques used by modern archaeologists in an integrated scientific approach to investigate and understand historic and prehistoric cultures. *Prerequisite(s): ANTH 1102 or ANTH 2011 or permission of instructor.*

**HIST 3851/5851***Military History of the Western World (3-0-3)*

Warfare in the western world from ancient times through the eighteenth century. Attention will be given to military doctrine, technology, and style, and the effect of war on the development of the west. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 3891/5891***History of Architecture (3-0-3)*

An examination of the great traditions of classic architecture from Greece and Rome through their revivals in England and the United States, contrasting them with the Gothic tradition, and concluding with a survey of contemporary styles. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**HIST 4011/6011/ WMST 4011***History of Women (3-0-3)*

This course will examine the history of women in either a geographical or topical approach. It will examine the female role of mother, daughter, sister, and leader in a particular society, such as America, Europe, Asia, Latin America, etc. Or, the course will be centered on a particular cross-cultural topic, such as suffrage, family roles, leaders, religion, etc. In all cases, this course is intended to explore the paradox between the ideal woman and actual treatment of women in a given era, society, culture, or movement. Students taking the graduate level course will be required to complete additional work. May be repeated for credit. *Prerequisite(s): HIST 1111 or 1112 or permission of instructor.*

**HIST 4021/6021/WMST 4021***Gender and Family History (3-0-3)*

This is an in-depth look at the relationship between men and women with particular emphasis on their roles in the family. The course will look at childhood, marriage, work, and cultural practices in a particular period from antiquity to modernity. Primary and secondary sources will provide comparisons between men and women in both the elite and common sectors of society. Students taking the graduate level course will be required to complete additional work. May be repeated for credit. *Prerequisite(s): HIST 1111 or 1112 or permission of instructor.*

**HIST 4111/6111 / ANTH 3861 / PHIL 4111***History of World Religions (3-0-3)*

This is a survey course introducing the study of religion. The students will define what "religion" is, examine why so many people in the history of the world find religion important, and try to understand some of the major tenets of the religions of the world. This course is designed with the theme of ethics and morals as defined by cultures and religions around which many of the readings and discussions will take place. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 4211/6211***The Middle East, 622-1914 (3-0-3)*

A survey of the political, economic, social, and intellectual history of the Middle East from the time of the Prophet Muhammad to the Ottoman Empire's entry into the First World War. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 4221/6221***The Modern Middle East (3-0-3)*

A survey of the political, economic, social, and intellectual history of the Middle East from the First World War to the present including such subjects as Western imperialism, Arab nationalism, and the Arab-Israeli conflict and peace process. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 4321/6321***Ancient Civilizations (3-0-3)*

This course will look at the history of the cultures and practices of the societies that laid the foundation for civilization in Europe and the Middle East. This is a survey of the civilizations of the Mediterranean region examining the cultural, political, legal, philosophical, and artistic elements of these societies, focusing on Egypt, Greece and Rome. It also will include discussions on the lasting effects of classical ideas and institutions. *Prerequisite(s): HIST 1111 or permission of instructor.*

**HIST 4341/6341***Medieval European History (3-0-3)*

A survey of the institutions and communities of the medieval world from dissolution of the Roman Empire until the Renaissance reaches northern Europe. This course will include information on the aristocracy and the peasantry, marriage and family, feudal politics, and the development of law and technology. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 4351/6351***Renaissance and Reformation (3-0-3)*

A study of social and religious attitudes and conflicts, the significant changes in political theory, and the evolution of capitalism in the fourteenth, fifteenth, and sixteenth centuries. *Prerequisite(s): HIST 1111 or permission of instructor.*

**HIST 4361/6361***Age of Reason and Enlightenment (3-0-3)*

A study of European institutions and ideas in the seventeenth and eighteenth centuries with special attention to the growth of absolute monarchies, to discoveries in the sciences, and to the application of reason to the progress of human development. *Prerequisite(s): HIST 1112 or permission of instructor.*

**HIST 4371/6371***Age of Revolutions (3-0-3)*

A study of causation, methodology, and effectiveness of revolutions as they occurred in Europe and America from the 1600s through 1917. *Prerequisite(s): HIST 1112 or permission of instructor.*

**HIST 4381/6381***Nineteenth Century Europe (3-0-3)*

An examination of the transition of the European states from agricultural, semi-feudal monarchies to industrialized great powers. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 4391/6391***Twentieth Century Europe (3-0-3)*

Major trends in European history from the Russian Revolution of 1905 to the present. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**HIST 4401/6401***Colonial and Revolutionary America (3-0-3)*

A study of the colonization of North America by Europeans; the interaction of native peoples with the colonizers; the political, economic, social, and cultural growth of the colonies; the relationship between England and her colonies; and the American Revolution. *Prerequisite(s): HIST 2111 or permission of instructor.*

**HIST 4411/6411***The United States from Confederation to 1850 (3-0-3)*

An in-depth study of the political, economic, social, and cultural development of America during the Confederation, Federalist, Jeffersonian, and Jacksonian periods. *Prerequisite(s): HIST 2111 or permission of instructor.*

**HIST 4421/6421***Civil War and Reconstruction (3-0-3)*

A study of the causes of the American Civil War, the major military campaigns and engagements, and the problems of the nation after the war. *Prerequisite(s): HIST 2111 or permission of instructor.*

**HIST 4431/6431***The United States from the Gilded Age to the Great Depression (3-0-3)*

An in-depth study of the political, economic, social, and cultural development of America and of American foreign relations during the Gilded Age, Progressive Era, World War I, and the 1920s. *Prerequisite(s): HIST 2112 or permission of instructor.*

**HIST 4441/6441***The United States since the Great Crash (3-0-3)*

A study of the United States from the beginning of the Great Depression to the present with emphasis on political, social, economic, and diplomatic developments. *Prerequisite(s): HIST 2112 or permission of instructor.*

**HIST 4451/6451***National Security and Foreign Policy, 1898-present (3-0-3)*

The emergence of the United States as a world power, the origins and impact of the Cold War, and the forces that have shaped America's relationship with the world. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 4471/6471***The Old South (3-0-3)*

A study of the American South from the beginnings of European settlement to the Civil War with emphasis on slavery, the development of southern culture, and other topics. *Prerequisite(s): HIST 2111 or permission of instructor.*

**HIST 4481/6481***The New South (3-0-3)*

A study of the American South since Reconstruction with emphasis on race relations, the evolution of southern culture, and other topics. *Prerequisite(s): HIST 2112 or permission of instructor.*

**HIST 4491/6491***The American West (3-0-3)*

An examination of the westward movement and those factors that defined the West as a land of opportunity; the significance of race, ethnicity, and gender in the West's creation; and the role of the West in shaping the identity and image of the United States. *Prerequisite(s): HIST 2111 or HIST 2112 or permission of instructor.*

**HIST 4950/6950***Selected Topics (V)*

Content of the course varies. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**HIST 4960***Undergraduate Internship (V)*

A service-learning experience based in an institution or agency, the internship requires the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta State University and the cooperating institution or agency. *Prerequisite(s): Permission of department chair.*

**HIST 4970***Senior Thesis (3-0-3)*

The composition of an extended paper that employs the methods of historical research and analysis and that incorporates the generally accepted usages in historical composition and citation. *Prerequisite(s): Senior standing.*

## HONR - Honors Courses

**HONR 1010***Honors Introductory Seminar: The Nature of Inquiry (3-0-3)*

A content based introduction to problem solving and critical thinking from the perspective of the various disciplines, HONR 1010 explores modes of critical inquiry and prepares entering honors students to succeed at ASU and in the Honors Program. Specific topic focus varies from year to year. Readings, lectures, and orientation activities form the basis for writing, speaking and discussion so that the course satisfies the COMS requirement in Core Area B for honors students. *Prerequisite(s): Admission to ASU Honors Program.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**HONR 1900***Contemporary Issues (3-0-3)*

An interdisciplinary exploration of an important issue or theme at a level consistent with freshman or sophomore honors standing. Variable topics. Topic chosen by student/faculty committee. *Prerequisite(s): Admission to ASU Honors Program or permission of the Honors Program Committee. Freshman or sophomore status.*

**HONR 2950***Selected Topics (3-0-3)*

A variable topics honors course that allows faculty to experiment with innovative lower division course offerings. These courses will be approved by the faculty member's department and by the Honors Committee. These courses can, with the approval of the department or departments responsible for core offerings, count in the core by course substitution. *Prerequisite(s): Admission to ASU Honors Program or permission of the Honors Program Committee.*

**HONR 3900***Breaking Boundaries (3-0-3)*

An interdisciplinary and/or multicultural seminar which aims to cross boundaries between the disciplines and/or between cultures within the United States or within the world. The course provides an in-depth examination of variable selected topics at a level consistent with junior or senior honors standing. Topic chosen by student/faculty committee. *Prerequisite(s): Junior or senior status and (1) admission to ASU Honors program or (2) permission of the Honors Program Committee.*

**HONR 3999***Thesis Prospectus (1-0-1)*

A directed project wherein the student works closely with an honors advisor, usually in her or his major department, to develop an acceptable honors thesis proposal. The proposal will include a description of the proposed honors project: its purpose, its extent, and its expected outcome; an assessment of materials needed and available for the proposed project; a calendar for work on the proposed thesis; and, a description of the assessment procedures for determining the evaluation and awarding of credit for the finished thesis. The finished proposal will be submitted to the Honors Committee for comment and approval. *Prerequisite(s): Junior status, admission to the ASU Honors Program.*

**HONR 4000***Honors Thesis (2-0-2 or 3-0-3)**(Hours credit determined case by case by honors advisor, department chair, and Honors Committee chair)*

A directed project wherein the student works closely with an honors advisor, usually in her or his major department, to develop an acceptable honors thesis based on an approved thesis proposal designed in HONR 3999. Depending on the field in which the work is being done, an honors thesis may take a variety of forms: e.g. traditional library research, an original piece of quantitative or qualitative research, a critical or appreciative essay, an exhibit or performance accompanied by a reflective, analytic essay, a substantial work of fiction or poetry, or an analysis growing out of an internship. The thesis is the work of an individual student, working closely with an advisor, usually in the student's major discipline. The thesis will be presented before members of the honors student community and reviewed by and discussed with a panel established by the Honors Committee who will share their comments and recommendations with the writer and advisor. The evaluation of the thesis and the awarding of credit are the responsibility of the advisor. *Prerequisite(s): Junior status, admission to the ASU Honors Program, and HONR 3999.*

**HONR 4500***Honors Capstone (1-0-1)*

An integrative course providing a vehicle for self-assessment and for program-assessment. Variable content defined by the graduating honors students. Provides opportunity for possible presentation of honors theses and mentoring of beginning honors students in HONR 1010. *Prerequisite(s): Senior status, admission to the ASU Honors program, and completion of majority of course work.*

## HUMN - Humanities Courses

**HUMN 2001***World Humanities I (3-2-4)*

An interdisciplinary study of literature, art, music, and philosophy designed to develop the student's understanding of the evolution of culture in the Western world and create an appreciation of significant cultural elements from Asia and the Middle East; the course will highlight cross-cultural ideas, ethics, arts, values, and means of human expression. This course covers the historical period from antiquity to the seventeenth century. *Prerequisite(s): English 1101-1102 or English 1113-1114.*

**HUMN 2002***World Humanities II (3-2-4)*

An interdisciplinary study of literature, art, music, and philosophy designed to develop the student's understanding of the evolution of culture in the Western world and create an appreciation of significant cultural elements from Asia and Africa; the course will highlight cross-cultural ideas, ethics, arts, values, and means of human expression. This course covers the historical period from the seventeenth century to the present. *Prerequisite(s): ENGL 1101-1102 or 1113 -1114, and HUMN 2001.*

**HUMN 2011***Humanities: Special Topics (V-0-V)*

Guided independent study of various limited topics in the humanities which have interdisciplinary components analogous to topics covered in the World Humanities sequence (e.g. Arabic Humanities; The Modern World; Religious Expressions in Art and Literature). *Prerequisite(s): ENGL 1101-1102 or 1113-1114; five hours of credit in Humanities transferred in from another institution or permission of the department.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**HUMN 2021***Aztec, Maya, and Inca Humanities (0-0-1)*

An independent study course on elements of history, culture, literature, art, and music created by the indigenous peoples of Mesoamerica and South America. Students take multiple choice tests based on readings and videotapes. All students should have an email address and should contact the instructor during the first week of the semester. *Prerequisite(s): Students may take the course only if they have already earned three hours of Humanities credit toward areas B and C of the core.*

**HUMN 2023***North American Indian Humanities (0-0-1)*

An independent study course on elements of history, culture, literature, art, and music created by the indigenous peoples of North America. Students take multiple choice tests based on readings, DVDs, and videotapes. All students should have an email address and should contact the instructor during the first week of the semester. *Prerequisite(s): Students may take the course only if they have already earned three hours of Humanities credit toward areas B and C of the core.*

**HUMN 2031***Ancient Greek Humanities (0-0-1)*

An independent study course on elements of ancient Greek history, literature, art, music, and culture. Students take multiple choice tests based on readings, DVDs, and videotapes. All students should have an email address and should contact the instructor during the first week of the semester. Students may not receive credit for the course if they receive credit for HUMN 2001 or for a transfer course which covered literature and/or art of ancient Greece. *Prerequisite(s): Students may take the course only if they have already earned three hours of Humanities credit toward areas B and C of the core.*

**HUMN 2041***African Humanities (0-0-1)*

An independent study course on elements of African history, literature, art, and culture. Students take multiple choice tests based on readings, DVDs, and videotapes. All students should have an email address and should contact the instructor during the first week of the semester. *Prerequisite(s): Students may take the course only if they have already earned three hours of Humanities credit toward areas B and C of the core.*

**HUMN 2043***Japanese Humanities (0-0-1)*

An independent study course on elements of Japanese history, literature, art music, and culture. Students take multiple choice tests based on readings, DVDs, and videotapes. All students should have an email address and should contact the instructor during the first week of the semester. *Prerequisite(s): Students may take the course only if they have already earned three hours of Humanities credit toward areas B and C of the core.*

**HUMN 2045***Chinese Humanities (0-0-1)*

An independent study course on elements of Chinese history, literature, art, music, and culture. Students take multiple choice tests based on readings, DVDs, and videotapes. All students should have an email address and should contact the instructor during the first week of the semester. *Prerequisite(s): Students may take the course only if they have already earned three hours of Humanities credit toward areas B and C of the core.*

**HUMN 2950***Humanities: Selected Topics (V-0-V)*

A variable-content interdisciplinary course which exploits the approach of two or more academic disciplines to explore topics of interest to lower-division undergraduate students. *Prerequisite(s): ENGL 1101-1102 or 1113-1114.*

**HUMN 4010***Postmodernism and Beyond (3-0-3)*

An interdisciplinary study of Postmodernism-its theory and its manifestations in literature, art and music. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

**HUMN 4101***Aesthetics and Philosophy of Art (3-0-3)*

A seminar dedicated to the critical study and analysis of aesthetic theories and philosophy of art since the late eighteenth century. Course will stress close readings and group discussion of texts by Kant, Hegel, Nietzsche, Heidegger, Benjamin, Adorno, Merleau-Ponty, and Lyotard. Recommended especially for studio art students, for students minoring in Humanities, and for anyone interested in philosophy. *Prerequisite(s): ENGL 1101-1102 or ENGL 1113-1114 or HUMN 2002 or PHIL 1000.*

**HUMN 4210***Literature into Opera (3-0-3)*

A combined literary and musical study of the transformations of classic literary works, such as a Shakespearean drama, into opera. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002*

**HUMN 4220***Harlem Renaissance (3-0-3)*

A study of the major writers, artists, and musicians of the Harlem Renaissance (1919-1935). *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

**HUMN 4950***Selected Topics (3-V-3)*

Variable topics focusing on (1) the intellectual and aesthetic movements of a particular period or culture; (2) critical-theoretical approaches to the study of literature, music, and art; and (3) interdisciplinary topics in the Humanities. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002, or permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

## ILIT - Information Literacy

### ILIT 1500

*Introduction to Information Literacy (2-0-2)*

Introduction to information literacy concepts and practices, including determining how much information is needed, finding source materials relevant to a research topic, and evaluating information sources of all kinds. Course is intended to be taken in the same semester as any other course in an academic discipline which requires the completion of a research paper or any other project which requires the student to compile a list of sources from which to gather and assimilate information on a chosen topic. *Prerequisite(s): none.*

## ISCI - Integrated Science Courses

### ISCI 2001

*Life/Earth Sciences for Elementary Education (2-2-3)*

This course is designed to provide early childhood education majors with hands-on experiences in the life sciences and earth sciences that can be incorporated into the P-4 classroom. Emphasis will be placed on experimentation and activities, their use in the understanding of concepts in the life and earth sciences, and their direct application in the P-4 classroom. *Prerequisite(s): MATH 1101, MATH 1111, or MATH 1113, and one Area D laboratory science course.*

### ISCI 2002

*Physical Science (2-2-3)*

An Area F course for an early childhood education major that focuses upon the most fundamental aspects of physics and chemistry. Conceptual understanding through exploration and experimentation will be employed to develop long-term connections to the formulaic components of the physical sciences. *Prerequisite(s): MATH 1101, MATH 1111, or MATH 1113, and one Area D laboratory science course.*

## KNHS - Kinesiology and Health Science Courses

### KNHS 2100

*Diet and Nutrition (2-0-2)*

A study of the relationship that exists between diet and nutrition with specific application to maximizing overall health.

### KNHS 2200

*CPR, First Aid and Sport Safety Training (1-0-1)*

This course introduces students to Adult, Infant and Child CPR; First Aid and automated external defibrillation training; and, sports related injury prevention.

### KNHS 2350

*Health and Physical Education at the Early Childhood Level (2-0-2)*

This course presents the Early Childhood teacher education candidate with a guide for teaching health and physical education. In addition, this course may be used as a supplement for implementing a sound program.

### KNHS 3100

*Introduction to Kinesiology and Health Science (2-2-3)*

An overview of the foundations of the various dimensions of Kinesiology and Health Science such as motor behavior, biomechanics, exercise physiology, sociology, health, fitness and teaching are among the topics introduced. Special emphasis is devoted to the aims and objectives of Kinesiology and Health Science as a profession and career choices.

### KNHS 3210

*Motor Behavior (3-0-3)*

The theory and application of motor skill development and the behavioral characteristics of participants in motor activities will be discussed.

### KNHS 3220

*Structural Kinesiology (3-0-3)*

A study of the structural basis underlying human motion, with emphasis on the skeletal, muscular, and nervous systems. An analysis of the mechanical principles which apply to the techniques used in physical activity, sport, and dance, including principles of kinetics and kinematics. *Prerequisite(s): BIOL 2111 and BIOL 2112 with a grade of at least C.*

### KNHS 3300

*Practicum in Exercise and Sport Science (3-0-3)*

The purpose of the Practicum is to provide the student hands-on experience in exercise testing and prescription of physical fitness. Appropriate protocols will be practiced based on the age, health status, and physical activity level of the person to be tested.

### KNHS 3310

*Sport and Exercise Psychology (3-0-3)*

This course examines physical activity as a health behavior and health-related dimension of physical fitness. The association between physical activity and fitness are analyzed. Other topics include health habits, chronic diseases, the behavior physiology of stress and mental health. Applications of psychology and exercise are examined.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**KNHS 3311***Introduction to Human Sexual Behavior (3-0-3)*

This course is designed to introduce the student to the multifaceted study of human sexual behavior, each component a functional property of individual, social, and psychological development.

**KNHS 3312***Introduction to Human Diseases (3-0-3)*

This course is designed to introduce the student to the multifaceted study of human diseases in terms of classification, etiology, and prevention.

**KNHS 3313***Teaching and Assessing Physical Fitness (2-0-2)*

The purpose of this course is to develop skills and knowledge related to teaching and assessing physical fitness in the K-12 public school setting. Additionally, this course is designed to provide the student with knowledge specific to the areas of health-related physical fitness testing and exercise prescription.

**KNHS 3314***Team Sports (2-0-2)*

Included are sport skill competencies, content knowledge, and pedagogic techniques for specific team sports. This course emphasizes concepts related to the development of motor skills. Team sports included are: volleyball, basketball, flag football, softball, and soccer.

**KNHS 3315***Individual/Dual Activities And Outdoor Education (2-0-2)*

Introduced are the skills rules, tactics, and instructional strategies for golf, tennis, badminton, track and field, hiking, backpacking, orienteering, canoeing, and other outdoor skills.

**KNHS 3316***Movement and Dance Methods (2-0-2)*

The physical education teacher candidate is introduced to the concepts and qualities of human movement, instructional strategies for teaching dance, rhythms, stunts and tumbling, educational games and gymnastics.

**KNHS 3320***Fitness Assessment and Exercise Prescription (3-0-3)*

This course is an introduction to basic principles of fitness and wellness. The measurement prescription and evaluation of health-related factors of physical fitness are critical elements. Practical experience in fitness and wellness programming will be an integral part of this course. *Prerequisite(s): BIOL 2111, BIOL 2112 with a grade of C or better.*

**KNHS 3321***Conducting Quality HPE Programs (3-0-3)*

Conducting Quality HPE Programs is the initial pedagogy experience for health and physical education majors. The purpose of this course is to assist the teacher education candidate in developing teaching skills to promote an effective learning environment.

**KNHS 3343***Elementary Methods of Physical Education and Health (3-0-3)*

The purpose of this course is to enable the teacher education candidate to create a variety of learning opportunities for students that will be developmentally appropriate for children.

**KNHS 3420***Instructional Strategies in Health Science (3-0-3)*

This course is designed to offer the student a theoretical and practical introduction to the discipline of health science education as a tool in both the academic and community setting.

**KNHS 4220***Exercise Physiology (3-0-3)*

This course is an in-depth study of the physiology of exercise. Emphasis will be placed on energy metabolism during exercise and its relationship to the circulatory, pulmonary, and neuroendocrine systems. *Prerequisite(s): BIOL 2111 and BIOL 2112 with a grade of at least C.*

**KNHS 4311***Epidemiology (3-0-3)*

The purpose of this course is to introduce the participant to the study of human disease and injury in terms of distribution, determinants, and etiology.

**KNHS 4312***Biostatistics (3-0-3)*

The purpose of this course is to introduce the student to the theoretical and practical use of statistics as a tool utilized in the collection, analysis, and interpretation of mortality and morbidity data.

**KNHS 4320***Principles of Exercise Therapy (3-0-3)*

This course will deal specifically with fitness and the factors involved in the measurements, prescription, and evaluation of adult populations. The rehabilitation of athletic and work-related injuries will be discussed. Concepts will be reinforced through laboratory experiences. *Prerequisite(s): BIOL 2111, BIOL 2112 with a grade of C or better.*

**KNHS 4330***History and Philosophy of Kinesiology (3-0-3)*

The history of kinesiology will be presented with emphasis on the implications for modern kinesiology and sport. Critical thinking skills, problem solving skills, and ethical decision making will be stressed.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**KNHS 4340***Measurement and Evaluation in Kinesiology and Health Science (3-0-3)*

This course teaches how to collect, organize and analyze numerical data to find solutions to problems. Of interest is an understanding of how to measure knowledge, physical performance, and affective behavior.

**KNHS 4342***Physical Education for Middle and Secondary School Students (3-0-3)*

Teacher education candidates will learn about developmentally appropriate physical education for youth in middle and high school (grades 6-12).

**KNHS 4350***Nutrition in Health and Human Performance (3-0-3)*

This course will examine the science of nutrition as related to health, disease and human performance. Special emphasis on how nutrition impacts on development of human disease and possible prevention, and the unique nutritional requirements of athletes. *Prerequisite(s): BIOL 2111, BIOL 2112 and KNHS 2100 with a C or better, or permission of the instructor. Senior standing.*

**KNHS 4360***Physical Education for Students with Diverse Needs (2-2-3)*

This course presents foundations and techniques to teach physical education to most special populations. It is designed for both adapted and regular physical education teachers to address the needs of students with disabilities in the regular class.

**KNHS 4950***Selected Topics (3-0-3)*

The content of this course is designed to meet the needs and interests of students who are assigned studies in selected areas of health and Physical Education Related Topics. *Prerequisite(s): Permission from department.*

**KNHS 4960***Internship in Exercise and Sport Science (15-0-15)*

The purpose of the internship is to provide the student an opportunity to observe and practice essential skills of health/fitness professionals. The internship will further development of professional competence which enhances classroom knowledge. *Prerequisite(s): Permission of instructor.*

**KNHS 4970***Apprenticeship Teaching (15-0-15)*

The purpose of the apprenticeship teaching experience is to develop the essential professional knowledge and skills of teacher education candidates who wish to enter the profession of teaching physical education and health. *Prerequisite(s): Completion of all required Health and Physical Education Teacher Education Certification Courses.*

**KNHS 6241***Seminar in Contemporary Kinesiology and Health Science Research (3-0-3)*

This course introduces students to research in the disciplines of kinesiology and health science.

**KNHS 6311***Advanced Behavioral Fitness (3-0-3)*

This course examines physical activity as a health behavior and health-related dimension of physical fitness. Associations between physical activity and fitness with health habits, chronic diseases, the behavior physiology of stress, and mental health are examined.

**KNHS 6312***Cardiovascular Response to Exercise (3-0-3)*

This course will deal specifically with the cardiovascular function of the human body during physical exertion. Concepts will be reinforced through laboratory experiences.

**KNHS 6313***Principles of Strength and Conditioning (3-0-3)*

This course examines the principles of strength training. Included topics are the physiological responses to training as well as the practical considerations for developing a strength training program.

**KNHS 6331***Organization and Administration of Physical Education and Athletic Programs (3-0-3)*

This course will provide the student with an understanding of personnel administration, physical education and athletic objectives, and program administration.

**KNHS 6333***Program Design and Development (3-0-3)*

This course is intended to provide the knowledge necessary for guiding the development, maintenance, and improvement of the framework for instruction and learning in the school—the curriculum. This course will seek to identify and apply principles underlying curriculum improvement for grades K-12.

**KNHS 6334***Methods of Presentation in Kinesiology and Health Science (3-0-3)*

The purpose of this course is to examine and understand systematic methods to improve teaching skills. Two critical subject areas of this course will be the creation of conditions for effective teaching and a review of the literature on effective teaching in physical education.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**KNHS 6339***Trends and Issues in Kinesiology and Health Sciences (3-0-3)*

The purpose of the course is to offer the graduate student an exploration of kinesiology and health science topics which, during the offering of the course, is under great discussion and contemplation within the professional community. Topics may differ between semesters.

**KNHS 6400***Internship in Kinesiology and Health Science (3-0-3)*

This experience is designed to offer the graduate student a pragmatic and experiential exposure to the fields of kinesiology and/or health science. *Prerequisite(s): Permission of the instructor.*

**KNHS 6411***Motor Learning (3-0-3)*

This course focuses on theory and application of motor skill development and the behavioral characteristics of participants in motor activities will be discussed. Topics include performance and skill, attentional factors, motivational factors, stress, and perceptual motor learning and classical research in motor learning.

**KNHS 6412***Motor Development (3-0-3)*

This course is designed to provide the student with a knowledge base in the study of change in motor behavior across the lifespan. Topics include: reviews of cognitive, social, and perceptual development as they apply to motor development and factors that affect development.

**KNHS 6413***Advanced Measurement and Evaluation (3-0-3)*

A study of basic statistics and other issues applied to the reliability and validity of cognitive, psychological, and physiological assessments of human movement.

**KNHS 6430***Advanced Health and Wellness (3-0-3)*

This purpose of this course is to offer the graduate student an in-depth survey of health science. Six content areas will be reviewed: physical, mental, social, spiritual, emotional, and environmental health. Current trends and issues specific to the discipline will also be explored.

**KNHS 6431***Advanced Application of Nutrition in Health and Human Performance (3-0-3)*

This course will provide essential updates to current standards related to nutrition in health, disease and human performance. Special emphasis on applying principles to athletes in specific environments.

**KNHS 6442***Applied Research Project (3-0-3)*

This course is designed to allow the student to conduct an applied research project under the supervision of a faculty member. After conducting the study, the student will prepare a written research report in the form of a manuscript. This course may be repeated as necessary.

**KNHS 6950***Selected Topics (Var)*

The content of this course is intended to meet the needs and interests of graduate students in selected areas of Kinesiology and Health Science. *Prerequisite(s): Permission of the instructor.*

## LATN - Latin Courses

**LATN 1001***Elementary Latin (3-0-3)*

Fundamentals of reading and writing Latin. Introduction to Roman culture. Designed for students who have never studied Latin. Students who entered ASU for the first time in the fall of 1998 or later, or those returning students who have not been enrolled for two consecutive years prior to 1998, will not be able to count Foreign Language 1001 towards graduation if it is the same language they took in high school. (First time freshmen who graduated from high school five or more years ago may count Foreign Language 1001.) However, it does count for computing eligibility for financial aid and calculating full-time student status. Students taking the language for the first time will receive credit. For CPC students, consult p. 5 of the catalog.

**LATN 1002***Elementary Latin (3-0-3)*

A continuation of Latin 1001. Students admitted provisionally with CPC deficiency in foreign languages may take this course to satisfy the foreign language CPC requirement. Regular credit will not be given to students who have had Latin in high school. *Prerequisite(s): LATN 1001 or placement.*

**LATN 2001***Intermediate Latin (3-0-3)*

Intermediate Latin grammar, syntax, and vocabulary based on writings of ancient authors; building English vocabulary through study of Latin roots. *Prerequisite(s): LATN 1002 or placement.*

**LATN 2002***Intermediate Latin (3-0-3)*

A continuation of Latin 2001. At the end of this course, students should have a basic competence in Latin. *Prerequisite(s): LATN 2001 or placement.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

# MATH - Mathematics Courses

## MATH 0096

*Developmental Math I (4-0-4)*

This course provides instruction in introductory algebra. Course work includes basic arithmetic, operations with real numbers, exponents, equations, operations with polynomials, factoring, graphs, and problem solving. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): Math Compass Score  $\leq 20$ .*

## MATH 0097

*Developmental Math II (3-0-3)*

This course provides instruction in introductory algebra. Course work includes operations with real numbers, exponents, equations, operations with polynomials, factoring, graphs, and problem solving. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): Math COMPASS Score of 21-29.*

## MATH 0099

*Developmental Math III (3-0-3)*

This course provides instruction in intermediate algebra including real numbers, exponents, equations and inequalities, graphs, polynomials, rational and radical expressions and equations, and problem solving. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): MATH 0096/0097 or Math Compass Score of 30-41.*

## MATH 1101

*Introduction to Mathematical Modeling (3-0-3)*

An introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. (Credit will not be awarded for both MATH 1101 and MATH 1111. Not recommended for students planning to take MATH 1113 or MATH 1220.) *Prerequisite(s): Placement or the successful completion of MATH 0099.*

## MATH 1111

*College Algebra (3-0-3)*

A symbolically intensive functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions and their graphs, inequalities, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included. (Credit will not be given for both MATH 1101 and MATH 1111.) *Prerequisite(s): Placement or the successful completion of MATH 0099.*

## MATH 1113

*Precalculus Mathematics (3-0-3)*

A rigorous study of polynomial, exponential, logarithmic, and trigonometric functions, primarily intended to prepare science and mathematics majors for calculus. *Prerequisite(s): MATH 1101 or MATH 1111 (grade of C or better) with MATH 1111 recommended, or placement.*

## MATH 1120

*Contemporary Mathematics (3-0-3)*

A second course in mathematics for the liberal arts student. A study of the nature of mathematics and its applications. At least seven (7) topics will be chosen from: set theory, logic, combinatorics, graph theory, probability, statistics, consumer mathematics, history of mathematics, numeration systems, the metric system, number theory, geometry, and algorithm development and computers. *Prerequisite(s): MATH 1111 or MATH 1101.*

## MATH 1220

*Applied Calculus (3-0-3)*

An intuitive approach to the study of differential and integral calculus with applications in a variety of fields. *Prerequisite(s): MATH 1111 or MATH 1101 (grade of C or better in either course), with MATH 1111 recommended, or placement.*

## MATH 2008

*Foundations of Numbers and Operations (3-0-3)*

An introductory mathematics course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of numbers and operations. As a general theme, strategies of problem solving will be used and discussed. *Prerequisite(s): MATH 1101, MATH 1111, or MATH 1113.*

## MATH 2011

*Calculus and Analytic Geometry I (4-0-4)*

An introduction to calculus including limits and continuity, derivatives of polynomial, rational, trigonometric, inverse trigonometric, exponential, and logarithmic functions, applications of derivatives, and basic integration. *Prerequisite(s): MATH 1113 (grade of C or better) or placement.*

## MATH 2012

*Calculus and Analytic Geometry II (4-0-4)*

A continuation of calculus including applications of integration, techniques of integration, improper integrals, sequences, series, and polar coordinates. *Prerequisite(s): MATH 2011 (grade of C or better) or advanced placement.*

## MATH 2013

*Calculus and Analytic Geometry III (4-0-4)*

A study of calculus on multivariate functions. Topics include vectors, vector-valued functions, functions of several variables, parametric equations, partial differentiation, multiple integration with applications, line integrals, and Green's theorem. *Prerequisite(s): MATH 2012 (grade of C or better) or advanced placement.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MATH 2030***Logic and Set Theory (3-0-3)*

A course meant to serve as a transition to advanced courses in mathematics. Topics covered include logical connectives, the algebra of propositions, quantification, and basic properties of sets, relations, and orders. *Prerequisite(s): MATH 1220 (grade of C or better) or MATH 2011 (grade of C or better).*

**MATH 2210***Elementary Statistics (3-0-3)*

A study of frequency distributions of data, graphical and numerical presentations of data, probability, discrete and continuous distributions, sampling distributions, estimation, hypothesis testing, simple linear regression and correlation and goodness of fit. (Credit will not be given for both MATH 2210 and MATH 3110.) *Prerequisite(s): MATH 1111 or MATH 1101 or permission of instructor.*

**MATH 2310***Statistical Methods (3-0-3)*

Further study of simple and multiple linear regression and correlation, study of experimental design, analysis of variance, analysis of covariance, and non-parametric statistics, categorical analysis and time series. *Prerequisite(s): MATH 2210.*

**MATH 2950***Selected Topics (Variable)*

Modern concepts in special areas of mathematics. *Prerequisite(s): Permission of instructor.*

**MATH 3020***Differential Equations (3-0-3)*

A study of first-order and linear second-order differential equations with applications. Topics include solution techniques, qualitative behavior, numerical methods, Laplace transformations, and the use of series. *Prerequisite(s): MATH 2012 or permission of instructor.*

**MATH 3110***Statistical Analysis for Business (3-0-3)*

A study of frequency distributions of data, graphical and numerical summaries of data, basic probability, random variables and their probability distributions, sampling techniques and sampling distributions, estimation and hypothesis testing, simple linear regression and correlation, and statistical quality control and forecasting techniques. (Credit will not be given for both MATH 2210 and MATH 3110.) *Prerequisite(s): MATH 1220.*

**MATH 3241***Mathematics for Early Childhood Teachers I (3-0-3)*

A study of the real number system with an emphasis on rational numbers. Topics include multiple representations of numbers, relationships between numbers, properties, operations, estimation, and flexible and varied approaches to problem solving. (This course will not count toward a major or minor in mathematics.) *Prerequisite(s): Admission to Teacher Education and Permission of Instructor.*

**MATH 3242***Mathematics for Early Childhood Teachers II (3-0-3)*

A study of the concepts related to spatial sense, geometry, and measurement using nonstandard, English, and metric units. Topics include a study of two- and three-dimensional objects, geometric transformations, and the location of points on a map or grid. (This course will not count toward a major or minor in mathematics.) *Prerequisite(s): Admission to Teacher Education and Permission of Instructor.*

**MATH 3261***Mathematics for Middle School Teachers I (3-0-3)*

A study of the real number system including multiple representations of numbers, relationships between numbers, operations, properties, and estimation. Additional topics include proportional reasoning, algebraic reasoning, and elementary number theory. (This course will not count toward a major or minor in mathematics.) *Prerequisite(s): Admission to Teacher Education and Permission of Instructor.*

**MATH 3262***Mathematics for Middle School Teachers II (3-0-3)*

A study of geometric concepts and measurement using nonstandard, English, and metric units. Topics include coordinate geometry, inductive and deductive reasoning, and concepts related to two- and three-dimensional objects including similarity, congruence, and transformations. (This course will not count toward a major or minor in mathematics.) *Prerequisite(s): Admission to Teacher Education and Permission of Instructor.*

**MATH 3280***Linear Algebra (3-0-3)*

A study of vector spaces including finite-dimensional vector spaces, linear transformations, matrices, linear equations and determinants. *Prerequisite(s): MATH 2012.*

**MATH 3710***Combinatorics (3-0-3)*

A first course in enumeration. Topics include permutations and combinations of finite sets and multisets, properties of the binomial coefficients, the inclusion-exclusion formula, recurrences, generating functions, the Fibonacci sequence, and properties of the difference operator. The idea of the combinatorial proof is emphasized throughout the course. *Prerequisite(s): MATH 2012 or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MATH 4011***Real Variables I (3-0-3)*

A study of the real number system and functions. Topics include sequences, limits, continuity, differentiation and integration. *Prerequisite(s): MATH 2012.*

**MATH 4012***Real Variables II (3-0-3)*

A study of differentiation and integration of functions on n-dimensional Euclidian space. Other topics include the elementary theory of metric spaces, infinite sequences and series, and Fourier series. *Prerequisite(s): MATH 2013 and MATH 4011.*

**MATH 4211***Modern Abstract Algebra I (3-0-3)*

A study of abstract algebraic structure. Topics include groups, subgroups, permutation groups, homomorphisms, and quotient groups. *Prerequisite(s): MATH 2030 or permission of instructor.*

**MATH 4212***Modern Abstract Algebra II (3-0-3)*

A continuation of the study of abstract algebraic structure. Topics include rings, ideals, integral domains, fields, and rings of polynomials. *Prerequisite(s): MATH 4211.*

**MATH 4251***Probability and Statistics I (3-0-3)*

A study of combinatorics, probability, mathematical expectation, discrete and continuous distributions, bivariate and multivariate distributions, moment-generating functions, the central limit theorem, sampling distributions, estimation and hypothesis testing. *Prerequisite(s): MATH 2012 (Grade of C or better).*

**MATH 4252***Probability and Statistics II (3-0-3)*

A study of game theory and decision criteria, point and interval estimation, theory and applications of hypothesis testing, non-parametric tests, regression and correlation, analysis of variance and a general introduction to experimental design. *Prerequisite(s): MATH 4251 (Grade of C or better).*

**MATH 4260***Mathematics for Elementary and Middle School Teachers III (3-0-3)*

A study of data analysis, statistics, and probability through the collection and interpretation of data. Includes graphical representation of data, experimental and theoretical probabilities, measures of central tendency and variation, interpretation of statistical studies, and making predictions from data. (This course will not count toward a major or minor in mathematics.) *Prerequisite(s): Admission to Teacher Education and Permission of Instructor.*

**MATH 4310***Modern Geometry (3-0-3)*

A modern treatment of geometry primarily from the metric approach, but with some reference to the Euclidean Synthetic approach. Topics include parallelism, similarity, area, constructions, non-Euclidean and finite geometries. *Prerequisite(s): MATH 2030 or permission of instructor.*

**MATH 4320***Theory of Numbers (3-0-3)*

A study of the positive integers including divisibility, prime numbers and the theory of congruences. Additional topics may include Fermat's theorem, the law of quadratic reciprocity, and perfect numbers. *Prerequisite(s): MATH 2012 or MATH 2030.*

**MATH 4350***Numerical Analysis (3-0-3)*

A study of non-linear equations, numerical integration and differentiation and numerical solution of initial value problems in ordinary differential equations. *Prerequisite(s): CSCI 1301 or CSCI 2060, and MATH 3020, or permission of instructor.*

**MATH 4410***History of Mathematics (3-0-3)*

A study of the nature and historical origin of mathematics including analysis of the concepts of algebra, trigonometry and calculus and solution of problems pointed toward appreciation of early mathematical developments. *Prerequisite(s): MATH 2012 or MATH 2030.*

**MATH 4420***Introduction to the Theory of Graphs (3-0-3)*

A study of graphs, subgraphs, paths, arcs, trees, circuits, digraphs, colorability. *Prerequisite(s): MATH 2030 or CSCI 3030.*

**MATH 4430***Methods of Teaching Secondary Mathematics (2-2-3)*

An exploration of topics relevant to the secondary mathematics curriculum using materials, technology, and teaching methods that model current best practices. Teaching and learning strategies will be examined in the context of national, state, and local curriculum standards. A field experience of 45 clock hours is a required component. *Prerequisite(s): Admission to Teacher Education, MATH 4211, and permission of the instructor.*

**MATH 4510***Complex Variables (3-0-3)*

A study of the field of complex numbers, elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, residues and poles. *Prerequisite(s): MATH 2012 or permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MATH 4520***General Topology (3-0-3)*

A study of general topology including applications to Euclidean spaces, surfaces, topological invariants, continuous functions, and homeomorphisms. *Prerequisite(s): MATH 2013 or permission of instructor.*

**MATH 4530***Mathematical Methods of Physics (3-0-3)*

An introduction to mathematical techniques used in advanced physics. Topics include Fourier series, special functions, integral transforms, boundary value problems, and partial differential equations. *Prerequisite(s): PHYS 2212 (C or better) and MATH 3020.*

**MATH 4800***Secondary Mathematics from an Advanced Perspective (3-0-3)*

This course is designed so that prospective teachers can gain a deeper understanding of the key ideas of secondary school mathematics in the areas of number and operations, algebra, geometry, measurement, and data analysis. *Prerequisite(s): MATH 4211 (Modern Abstract Algebra I) and permission of department chair.*

**MATH 4950***Selected Topics (Variable)*

A study of modern concepts in special areas of mathematics. *Prerequisite(s): Permission of instructor and approval by Mathematics Curriculum Committee.*

**MATH 4960***Undergraduate Internship (Variable 1 - 9)*

An internship in a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of ASU and the cooperating institution or agency. *Prerequisite(s): Permission of the department chair.*

**MATH 4990***Undergraduate Research (Variable)*

Individual mathematics research, a minimum of three hours per week for each semester hour credit. *Prerequisite(s): Permission of department chair and senior standing.*

**MATH 5110***Introduction to Biostatistics (3-0-3)*

This course offers an introduction to the basic statistical techniques used to analyze and interpret data in the health sciences and related fields. Emphasis is on applications of these methods, with graphical statistics (estimation and hypothesis testing) for numeric and categorical data, nonparametric methods, analysis of variance, regression, and correlation. *Prerequisite(s): MATH 2013 (Grade of C or better).*

**MATH 5210***Linear Models (3-0-3)*

This course is a study of the general linear statistical model and the linear hypothesis. Topics include the multivariate normal distributions of quadratic forms, and parameter estimation and hypothesis testing for full-rank regression models. Regression diagnostics and "dummy" variable coding will also be covered. *Prerequisite(s): MATH 3280 and MATH 5110.*

**MATH 5220***Estimation and Hypothesis Testing (3-0-3)*

Introduction to the theoretical properties of point estimators and tests of hypotheses, sufficient statistics, likelihood, best linear unbiased estimates, elements of statistical tests, the Neyman Pearson Lemma, UMP tests, univariate normal inference, decision theory and multivariate distributions are covered. *Prerequisite(s): MATH 4251 (Grade of C or better) and MATH 5110 (Grade of C or better).*

**MATH 5320***Time to Event Data Analysis (3-0-3)*

This course serves as an introduction to time-to-event (survival) data analysis. Both theory and applications are covered and methods include non-parametric, parametric, and semi-parametric (Cox model) approaches. *Prerequisite(s): MATH 5220.*

**MATH 6011***Real Analysis I (3-0-3)*

A study of the real number system and functions. Topics include sequences, limits, continuity, differentiation and integration. *Prerequisite(s): Permission of instructor.*

**MATH 6012***Real Analysis II (3-0-3)*

A study of differentiation and integration of functions on n-dimensional Euclidian space. Other topics include the elementary theory of metric spaces, infinite sequences and series, and Fourier series. *Prerequisite(s): Permission of instructor.*

**MATH 6080***Foundations of Geometry (3-0-3)*

A study of the fundamental concepts of plane geometry, both metric and non-metric and an introduction to finite, coordinate, non-Euclidean and projective geometries. *Prerequisite(s): Permission of instructor.*

**MATH 6211***Abstract Algebra I (3-0-3)*

An advanced study of group theory. *Prerequisite(s): Permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MATH 6212***Abstract Algebra II (3-0-3)*

Further study of advanced ring theory. An advanced study of field theory including extension fields and Galois theory. *Prerequisite(s): MATH 6211 or permission of instructor.*

**MATH 6241***Understanding Numbers and Operations (3-0-3)*

Designed for certified teachers, this course focuses on understanding of the major concepts of number and operations. Collaboration, critical thinking, hands-on manipulatives, and problem-based inquiry as methods of instruction and assessment will be used to examine what it means to teach and learn number concepts at the P-5 level. *Prerequisite(s): permission of instructor.*

**MATH 6242***Understanding Geometry (3-0-3)*

Designed for certified teachers, this course focuses on developing a deep understanding of fundamental geometry concepts. Collaboration, critical thinking, hands-on explorations using manipulatives, problem-based inquiry, and technological tools will be used to examine what it means to teach and learn geometry at the P-5 level. *Prerequisite(s): completion of MATH 6241 (C or better) and permission of instructor.*

**MATH 6243***Understanding Algebra (3-0-3)*

Designed for certified teachers, this course focuses on developing a deep understanding of the concepts and techniques related to algebraic thinking. Collaboration, critical thinking, hands-on explorations using manipulatives, problem-based inquiry, and technological tools will be used to enrich understanding of how to develop algebraic thinking in students at the P-5 level. *Prerequisite(s): completion of MATH 6241 (C or better) and permission of instructor.*

**MATH 6250***Mathematical Statistics (3-0-3)*

A detailed study of combinatorics, probability, mathematical expectation, discrete and continuous distributions, bivariate, multivariate and conditional distributions, moment generating functions, functions of random variables, transformation and change of variables, order statistics, convergence concepts, sampling distributions and the central limit theorem. *Prerequisite(s): Permission of instructor.*

**MATH 6260***Understanding Data Analysis and Probability (3-0-3)*

Designed for certified teachers, this course focuses on making predictions and decisions through collecting, representing, and analyzing data and applying these concepts to the mathematics in grades P-5 using multiple strategies for instruction and assessment. *Prerequisite(s): completion of MATH 6241 (C or better) and permission of instructor.*

**MATH 6320***Advanced Number Theory (3-0-3)*

A brief survey of divisibility and primes followed by in-depth study of congruences, residues, Diophantine equations, number theoretic functions, Farey and continued fractions, Pell's equation, and algebraic numbers. *Prerequisite(s): Permission of instructor.*

**MATH 6350***Numerical Analysis (3-0-3)*

Further study of numerical approximations and algorithms, including the solution of non-linear equations and systems of equations, numerical differentiation and integration, interpolation and approximation, and the numerical solution of initial value problems. *Prerequisite(s): Permission of instructor.*

**MATH 6360***Mathematics Curriculum (3-0-3)*

The study of the mathematics curriculum in the secondary school and the effects of research and technology on this curriculum. *Prerequisite(s): Permission of instructor.*

**MATH 6410***History of Mathematics (3-0-3)*

A study of the historical origin of mathematics. Analysis of the concepts of algebra, geometry, trigonometry, and calculus. Solution of problems pointed toward appreciation of early mathematical developments. Emphasis is placed on the development of differential and integral calculus. *Prerequisite(s): Permission of instructor.*

**MATH 6420***Introduction to the Theory of Graphs (3-0-3)*

A study of graphs, subgraphs, paths, arcs, trees, circuits, digraphs, colorability. *Prerequisite(s): Permission of instructor.*

**MATH 6460***Strategies for Teaching Mathematics (3-0-3)*

A study of contemporary learning theories as they relate to secondary mathematics and teaching strategies including technology and other aids. *Prerequisite(s): Permission of instructor.*

**MATH 6510***Complex Analysis (3-0-3)*

A study of elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, poles, residues, applications of residues and conformal mapping. *Prerequisite(s): Permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**MATH 6520***General Topology (3-0-3)*

Further study of general topology including applications to Euclidean spaces, surfaces, topological invariants, continuous functions and homeomorphisms. *Prerequisite(s): Permission of instructor.*

**MATH 6800***Secondary Mathematics from an Advanced Perspective (3-0-3)*

This course is designed so that teachers can gain a deeper and broader understanding of key ideas of secondary school mathematics in the areas of number and operations, algebra, geometry, measurement, and data analysis. *Prerequisite(s): Admission to graduate program and permission of instructor.*

**MATH 6950***Selected Topics (Variable: 1-3)*

A variable content course intended to meet the needs and interests of graduate students in selected areas of mathematics. *Prerequisite(s): Permission of department chair and instructor.*

## MGED - Middle Grades Education Courses

**MGED 3111***The Middle School Teacher and Student Roles (2-2-3)*

The course is designed to enable the student to analyze and examine the nature of student and teacher roles in the Middle Grades classroom and the relationships which undergird teaching and learning. The student(s)/teacher relationship will serve as the context to examine problem solving management strategies when working with early adolescents. *Prerequisite(s): Admission to Teacher Education Program.*

**MGED 3112***The Middle School Classroom: Environment, Curriculum and Practices (2-2-3)*

Students will examine the elements of an effective Middle Grades classroom including the classroom environment, a Middle School approach to implementing a student centered interdisciplinary curriculum, and Middle School pedagogy and best practices. Meeting students individual needs, including those of special needs students is embedded in the course.

**MGED 3213***The Middle School as Organization (2-2-3)*

Students will examine the Middle School as an organization. Middle School philosophy and the origins of the Middle School movement will be examined as the basis of organizational components such as teaming, flexible scheduling, interdisciplinary curriculum, parental/community involvement programs and educational structures built to meet student/adolescent needs. *Prerequisite(s): Admission to Teacher Education.*

**MGED 3221***Adolescent Language Arts Pedagogy (2-2-3)*

Students will develop instructional skills to effectively teach Language Arts in the Middle Grades classroom. They will develop an understanding of Language Arts philosophies and best practices in the Middle Grades. They will explore areas of reading, writing, speaking and listening as the context for skill development in students.

**MGED 3222***Integrated Reading to Learn (Reading pedagogy across content areas) (2-2-3)*

Students will develop strategies to effectively engage Middle Grade students in reading across content areas. Students will develop approaches which emphasize reading as a means to learn. Students will also develop strategies to enable students to deal with reading deficiencies and other challenges students may face as readers in the Middle Grades. *Prerequisite(s): Admission to Teacher Education and MGED 3213.*

**MGED 3231***Content Pedagogy: Mathematics Education for Middle Grades (2-2-3)*

This course focuses on the curriculum and evaluation standards of the National Council of Teachers of Mathematics (NCTM) and the Georgia Performance Standards (GPS). Emphasis is on problem-solving, measurement, computation, hypothesis posing, and hypothesis testing. Teaching and learning strategies are examined.

**MGED 3241***Content Pedagogy: Social Studies Education for Middle Grades (2-2-3)*

This course will emphasize how the conceptual themes and modes of inquiry represented in the national social studies standards are to be applied when formulating instruction and assessment activities that are appropriate to middle grade students. Special emphasis will be placed on concept formulation, thematic problem solving, strategic learning, complex skill development, performance assessment.

**MGED 3251***Science Education for Middle Grades (2-2-3)*

This course emphasizes approaches to teaching science content that reflect understanding of the distinct characteristics of middle school students, the importance of inquiry and discovery in the process of coming to understand science content, and the framework provided by national and state science standards.

**MGED 4110***Teaching on an Integrated Team (2-2-3)*

Students will engage in a simulation to act as an interdisciplinary team conceptualizing, planning and working together as a team engaging in a thematic approach to integrated studies in the middle grades. *Prerequisite(s): MGED 3111, MGED 3112.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MGED 4111***Integrated Instruction in the Middle School (2-2-3)*

Students will engage in collaborative planning of an interdisciplinary unit of instruction for implementation in the field. Students will work with a team of teachers to pre-plan, implement and evaluate the interdisciplinary unit of instruction. *Prerequisite(s): MGED 3111, MGED 3112.*

**MGED 4160***The Creative Arts (2-2-3)*

Designed to meet the unique needs of the middle school regular classroom teacher; this course, based on the arts infusion model, will emphasize aesthetic perception, creative expression, cultural heritage, and aesthetic valuing. Content areas include music, creative dramatics, movement and the visual arts.

**MGED 4210***Middle Grades Apprenticeship (0-30-15)*

Students are placed with selected master teachers for an entire semester during which time they are teaching in the curriculum areas for which they are seeking certification. During the semester the apprentice teacher, under the supervision of the master teacher, assumes the responsibilities of professional teaching practice. During this semester apprentices meet regularly with the master teachers and university coordinators in seminar to examine issues and problems of practice. Students reflect on and synthesize the conceptual and theoretical constructs of pedagogy with the complexity of practice. *Prerequisite(s): Successful completion of all components of middle grades sequence.*

## MGMT - Management Courses

**Note: in order to enroll in any MGMT course numbered 3000-4950, a student must be accepted into the James M. Hull College of Business (see p. 162) and meet the listed prerequisites for the class.**

**MGMT 2106***Legal and Ethical Environment of Business (3-0-3)*

This course analyzes the legal, ethical, economic, social, and political environment in which business operates. The cost and benefits of regulation are appraised. *Prerequisite(s): Completion of 50 semester hours.*

**MGMT 3500***Management Theory and Practice (3-0-3)*

A study of the theory and practices of management using a functional approach to emphasize the interdependence of behavior, technology, and organizational structure. *Prerequisite(s): 50 semester hours including C's or better in 12 hours of BBA Core Area F.*

**MGMT 3510***Organizational Behavior (3-0-3)*

Examines the determinants and consequences of human behavior in formal organizations. *Prerequisite(s): MGMT 3500 with a grade of C or better.*

**MGMT 4500***Human Resource Management (3-0-3)*

An applications approach to the managerial decisions regarding selection, recruitment, training, performance appraisal, compensation, benefits, discipline, termination, and employment law. *Prerequisite(s): MGMT 3500 with a grade of C or better.*

**MGMT 4520***Labor Relations and Collective Bargaining (3-0-3)*

A decisional approach surrounding the union-management relationship including collective bargaining, contract negotiation and administration, dispute resolution (arbitration, mediation), the NLRA, and the structure and functioning of organized labor. *Prerequisite(s): MGMT 3500 with a grade of C or better.*

**MGMT 4550***Entrepreneurship and Small Business Management (3-0-3)*

An interdisciplinary case and lecture approach is used to provide the student with knowledge of real life as well as simulated management experience in areas of entrepreneurship and small business problem solving. Emphasis will be on the characteristics of entrepreneurs, small business problems, managing and controlling the operations. *Prerequisite(s): ACCT 2101, ECON 1810 or ECON 2106, MKTG 3700, and MGMT 3500 with a grade of C or better in each.*

**MGMT 4560***Advanced Topics in Human Resources (3-0-3)*

Course contains module coverage of selected HR topics of selection, compensation, training and development, and safety and health issues. *Prerequisite(s): MGMT 3500 and MGMT 4500 with grades of C or better in each.*

**MGMT 4580***Strategic Management (3-0-3)*

Analysis of the practices and problems in the strategic management of businesses through case studies and other information drawn from the functional areas of the enterprise. Serves as a capstone course. *Prerequisite(s): C's or better in MKTG 3700, MGMT 3500, QUAN 3600 and FINC 3400; senior standing; and all other jr./sr. common courses or final semester.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MGMT 4950***Selected Topics in Management (3-0-3)*

A course and/or directed study of a major issue, practice, or problem in the area of management. Content to be decided based on needs and professional objectives of students and the expertise and availability of faculty. *Prerequisite(s): Permission of advisor to use in the major area and senior standing.*

**MGMT 6290***International Management (3-0-3)*

The advanced study of major aspects of international business including, but not limited to, how and why the world's countries differ, the economics and politics of international trade and investment, the functions and form of the global monetary system, and the organizational strategies and structures of international businesses. The course covers the international perspective of organizational functions including manufacturing and materials management, marketing, research and development, human resource management, accounting and finance issues. The course also relates theoretical international business concepts to current international issues. *Prerequisite(s): Graduate (MBA) status and completion of all MBA prerequisite courses.*

**MGMT 6500***Organizational Behavior (3-0-3)*

An analysis of the determinants and consequences of human behavior in organizations with attention to motivation, leadership, and group dynamics. *Prerequisite(s): Graduate (MBA) status and completion of MGMT 3500.*

**MGMT 6510***Societal Issues in Business Decisions (3-0-3)*

Examines the interrelationships between business and society from a managerial perspective. Decision implications of ethics, the natural environment, stakeholder diversity and business regulation are addressed from an application standpoint. *Prerequisite(s): Graduate (MBA) status and MGMT 3500 or equivalent.*

**MGMT 6520***Management of Human Resources (3-0-3)*

A comprehensive survey of the typical personnel management decisions faced by managers, including accepted contemporary practice relative to job analysis, EEO regulations, selection, development, discipline, discharge, appraisal, compensation, benefits, and global human resource issues. *Prerequisite(s): Graduate (MBA) status and MGMT 3500 or equivalent.*

**MGMT 6530***Labor and Management Relations (3-0-3)*

A graduate level survey of organized labor, major labor legislation, and the collective bargaining process. Arbitration, negotiation, and unfair labor practices will be studied within an applications framework. Major focus is upon managing in a unionized environment. *Prerequisite(s): MGMT 3500.*

**MGMT 6580***Strategic Management (3-0-3)*

Gives the student an opportunity to develop and appreciate conceptual skills as needed by higher level managers in all types of organizations. Emphasis is on the integration of subject matter from all courses in the discussion and analysis of organizational problems. Comprehensive analyses of organizations are conducted. To be taken within the last two semesters. *Prerequisite(s): Graduate (MBA) student status, successful completion of at least eight 6000-level MBA courses (including ACCT 6300, FINC 6400, MGMT 6520, MKTG 6700, QUAN 6600, and QUAN 6610), and permission of the MBA program director.*

**MGMT 6950***Current Issues in Management (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisite(s): Graduate (MBA) student status and MGMT 3500 or equivalent.*

## MILS - Military Science Courses

**MILS 1011***Foundations of Officership (2-2-3)*

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes framework for understanding officership, leadership, and Army values followed by "life skills" such as physical fitness and time management. This course is designed to give the cadet insight into the Army profession and the officer's role within the Army. Open to all students. *Prerequisite(s): None.*

**MILS 1021***Basic Leadership (2-2-3)*

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.

**MILS 2011***Individual Leadership Studies (2-2-3)*

A study of a leader of a small organization. A practical exercise for the student to learn how to plan, organize, execute tasks, manage time and make sound decisions. Enrolled/contracted ROTC cadets can participate in a weekend exercise to put all skills to practice.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MILS 2021***Leadership and Teamwork (2-2-3)*

Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback.

**MILS 3011***Leadership and Problem Solving (2-V-3)*

Students conduct self-assessment of leadership style, develop a personal fitness regimen, and learn to plan and conduct individual/small group tactical training while testing reasoning and problem-solving techniques. Students will receive direct feedback on leadership abilities. Students will also receive an introduction to the basic fundamentals of military map reading and land navigation. *Prerequisite(s): Permission of Department Chair.*

**MILS 3021***Leadership and Ethics (2-V-3)*

Examines the role of communications, values, and ethics in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and a survey of Army leadership doctrine. Emphasis on improving oral and written communication abilities and improving land navigation as applied with the military small unit leader. Includes further development of small unit tactics, leadership skills, and physical conditioning. *Prerequisite(s): Permission of Department Chair.*

**MILS 3060***Leadership Training Course Summer Internship (V-V-3)*

A five week summer internship conducted at Fort Knox, KY. Students participate in physical training, land navigation, weapons and tactics, and leadership development. Successful completion qualifies individuals to validate or compete for a two year scholarship. *Prerequisite(s): Permission of Department Chair. 2.5 GPA for scholarship.*

**MILS 4011***Leadership and Management (1-V-3)*

Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. *Prerequisite(s): MILS 3021.*

**MILS 4021***Officership (1-V-3)*

Focuses on completing the transition from cadet to Lieutenant. Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. *Prerequisite(s): MILS 4011.*

**MILS 4060***Leader Development Assessment Course (V-V-3)*

A five week summer internship conducted at Fort Lewis, WA. Students participate in physical training, land navigation, weapons and tactics, and leadership development. The final camp score is part of the student's accessions packet for service in the Army. *Prerequisite(s): MILS 3021.*

**MILS 4950***Selected Topics (2-V-3)*

An intensive/detailed study of an Army military battle. Study involves current Army doctrine, tactics, techniques, and procedures and how commanders won or lost the battle. *Prerequisite(s): Permission of Department Chair.*

## MINF - Management Information Courses

**Note: in order to enroll in any MINF course numbered 3000-4950, a student must be accepted into the James M. Hull College of Business (see p. 162) and meet the listed prerequisites for the class.**

**MINF 2201***Microcomputer Applications (3-0-3)*

Hands-on introduction to microcomputer applications which support business functions; word processing, spreadsheets, graphics, and database management system. Also exposure to use of an operating system, electronic communication, and basic computing concepts. *Prerequisite(s): MATH 1101 OR MATH 1111.*

**MINF 3310***Business Systems Development (3-0-3)*

Analysis, design, and implementation of information systems supporting accounting, finance, management, and marketing are studied, emphasizing development technique, requirements planning, and project management within a structured development method. *Prerequisite(s): 50 semester hours and C's or better in MINF 2201 and ACCT 2101.*

**MINF 3650***Information Systems (3-0-3)*

Examines the role of hardware, programs, data, procedures, and personnel systems. Includes file/database processing, telecommunication, and systems architecture, development, and management. *Prerequisite(s): 50 semester hours including MINF 2201 with a grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MINF 4117***Marketing on the Internet (3-0-3)*

Addresses how e-commerce is changing the marketing of products and services. Advertising and selling on the Internet are explored: the use of web sites for customer services and support, consumer shopping decisions on the Internet, databases which allow customization to specific customer segments, and payment and transaction processes. Also, the strategic issues of marketing communications and distribution strategies are investigated. *Prerequisite(s): MINF 3650 and MKTG 3700 with grades of C or better.*

**MINF 4118***Web Page Design (3-0-3)*

Acquaints students with layout and design concepts of creating web pages and building interaction via scripting. Students will be exposed to appropriate format and page layout, adding and manipulating visuals, images and hyperlinks, creating tables and forms for web pages. *Prerequisite(s): MINF 3650 with a grade of C or better.*

**MINF 4330***Telecommunications Management (3-0-3)*

An introduction to managing business telecommunications resources. The course examines telecommunications from three different perspectives: the client, the designer, and the implementer, focusing on the role of the designer. This role determines telecommunications requirements from the client and translates these requirements to the implementer. *Prerequisite(s): MINF 3650 with a grade of C or better.*

**MINF 4390***Introduction to E-Commerce (3-0-3)*

Concentrates on identifying Internet and E-commerce opportunities that enhance business process service quality and cost effectiveness: challenges, opportunities, and issue of the Internet; Internet Service Providers; Intranets; Extranets: marketing concepts in an Internet context; marketing sites, search engines; understanding e-customers; ethnic markets; E-commerce internationally, growth of Business to Business commerce, customer relationship management. *Prerequisite(s): MINF 3650 with a grade of C or better.*

**MINF 4600***Integrated Business Programming (3-0-3)*

Programming and scripting are applied to application development projects in management, accounting, marketing, and finance, focusing on development within a structured method and use of "end-user" coding tools to integrate stand alone components such as spreadsheets, databases, packaged software, and web applications. *Prerequisite(s): MINF 3310 with a grade of C or better.*

**MINF 4610***Applied Data Management (3-0-3)*

Designing, developing, and maintaining business data resources is treated, emphasizing immediate productivity in use of widely available software within a structured development method. *Prerequisite(s): MINF 3310 with a grade of C or better.*

**MINF 4950***Selected Topics in Information Technology (3-0-3)*

A course or directed study in information technology. Content to be decided based upon instructor expertise and student interest. *Prerequisite(s): Permission of instructor.*

**MINF 6620***Management of Information Technology (3-0-3)*

Examines the issues of information technology, operations, competitive advantage, and leadership from management's perspective. Includes cross-functional issues, relationships with vendors and consultants, RFP's, contracts, hardware, software, communications, and ethics. *Prerequisite(s): Graduate (MBA) status.*

**MINF 6950***Current Issues in Management Information Systems (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisite(s): Graduate (MBA) student status.*

## MKTG - Marketing Courses

**Note: in order to enroll in any MKTG course numbered 3000-4950, a student must be accepted into the James M. Hull College of Business (see p. 162) and meet the listed prerequisites for the class.**

**MKTG 3700***Principles of Marketing (3-0-3)*

An introduction to the basic principles of marketing and the marketing environment, with a focus on understanding ethical planning, implementing, and controlling marketing activities on a local, national, and global scale. *Prerequisite(s): 50 semester hours including C's or better in 12 semester hours of BBA Core Area F.*

**MKTG 3710***Buyer Behavior (3-0-3)*

This course examines the decision-making process of individual and organizational buyers. It examines both target market selection and segmentation, drawing on concepts from economics, psychology, and sociology, and relating behavior issues to strategic planning. *Prerequisite(s): MKTG 3700 with a grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MKTG 3720***Retail Management (3-0-3)*

Identification and analysis of concepts and practices of successful retailing management. Includes environmental and opportunity assessments; sales promotion and customer services; organizational and merchandise decisions; accounting controls; and leadership. *Prerequisite(s): MKTG 3700 with a grade of C or better.*

**MKTG 3730***Salesmanship and Sales Management (3-0-3)*

Introduction to sales concepts and techniques and how to apply them in a myriad of selling situations. Management and evaluation of the sales force are also included. *Prerequisite(s): MKTG 3700 with a grade of C or better.*

**MKTG 4720***Services Marketing (3-0-3)*

The service sector makes up more than two-thirds of the U.S. economy, and includes many industries important to the Augusta area such as healthcare, banking, tourism/hospitality, and insurance. This course emphasizes the differences in products and services and explores successful strategies for marketing in service industries. *Prerequisite(s): MKTG 3700 with a grade of C or better.*

**MKTG 4740***Marketing Research (3-0-3)*

Study and practice of planning, designing, organizing, executing, analyzing, reporting, and evaluating and controlling marketing research activities as an aid to effective and efficient managerial marketing decisions. *Prerequisite(s): MKTG 3700 and MATH 3110 with grades of C or better.*

**MKTG 4750***Marketing Planning and Strategy (3-0-3)*

An examination of the marketing decision-making process within the corporate strategic planning framework. The course explores strategic planning tools and assesses their strengths and weaknesses in helping attain long-range corporate objectives. *Prerequisite(s): MKTG 3700 with a grade of C or better.*

**MKTG 4770***Product Innovation and Product Management (3-0-3)*

Examines how the elements of the marketing mix are affected by technological choice, design trade-off, licensing, purchase of technology, and timing and entry into the marketplace. The management of R & D activities is discussed and its impact on marketing strategy. *Prerequisite(s): MKTG 3700 with a grade of C or better.*

**MKTG 4780***Advertising and Promotion Management (3-0-3)*

Introduction to marketing and advertising plans and strategies, the advertising business, advertising media, and advertising creativity. *Prerequisite(s): MKTG 3700 with a grade of C or better.*

**MKTG 4950***Selected Topics in Marketing (3-0-3)*

A course and/or directed study of a major issue, practice, or problem in the area of marketing. Content to be decided based on needs and professional objectives of students and the expertise and availability of faculty. *Prerequisite(s): Permission of advisor to use in the major area and senior standing.*

**MKTG 6700***Marketing Management (3-0-3)*

Advanced study of the rationale for the marketing functions and the application of the managerial functions to marketing problems and opportunities. *Prerequisite(s): Graduate (MBA) student status and MKTG 3700 or equivalent.*

**MKTG 6950***Current Issues in Marketing (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisite(s): Graduate (MBA) student status and MKTG 3700 or equivalent.*

## MUSI - Music Courses

**Music Ensembles and Applied Music Lessons (MUSA) are listed after the following MUSI courses.**

**MUSI 1101***Elementary Ear-Training and Sight-Singing I (2-0-2)*

The study of the diatonic harmony of the Common Practice Period through aural analysis and recognition and the development of sight-singing skills. Emphasis on cadences, melodic form, non-harmonic tones and diatonic triads. *Corequisite: MUSI 1211 must be taken concurrently or prior to enrollment in MUSI 1101.* Offered fall semester.

**MUSI 1102***Elementary Ear-Training and Sight-Singing II (2-0-2)*

A continued study of the diatonic harmony of the Common Practice Period through aural analysis and recognition and the development of sight-singing skills. Introduction to elementary forms, chromatic harmony, elementary modulation and secondary dominants of primary chords. *Prerequisite(s): MUSI 1101, MUSI 1211. Corequisite: MUSI 1212 must be taken concurrently or prior to enrollment in MUSI 1102.* Offered spring semester.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MUSI 1201***Music Fundamentals I (2-0-2)*

A course in basic musicianship for non-music majors and music majors, including a study of pitch reading, rhythm reading, analysis of music, major scales, key signatures, intervals from the major scales, and triads; with further application of learned theoretical concepts through the development of rudimentary keyboard, ear-training and sight-singing skills. Does not count toward the music degree. Offered summer.

**MUSI 1202***Music Fundamentals II (2-0-2)*

A course in basic musicianship for non-music majors and music majors, including a study of pitch reading, rhythm reading, analysis of music, minor scales, key signatures, intervals from the minor scales, and triads; with further application of learned theoretical concepts through the development of rudimentary keyboard, ear-training and sight-singing skills. Does not count toward the music degree.

**MUSI 1211***Elementary Part Writing and Analysis I (2-0-2)*

A study of the diatonic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on cadences, melodic form, non-harmonic tones, and diatonic triads. Offered fall.

**MUSI 1212***Elementary Part Writing and Analysis II (2-0-2)*

A continued study of the diatonic and chromatic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on elementary forms, chromatic harmony, elementary modulation and secondary dominants of primary chords. *Prerequisite(s): MUSI 1211.* Offered spring.

**MUSI 1500***Recital Laboratory (0-V-0)*

A forum for student performances and recital/concert attendance. Emphasis on exposing the student to a variety of musical styles and genres within the classical and jazz traditions. Corequisite: Major or Concentration Applied Lessons. Offered fall, spring.

**MUSI 1501/3501***Class Piano for Non-Music Majors (2-0-2)*

Class piano instruction for non-music majors who have not studied piano previously or are at the elementary level. Emphasis on proper hand position and posture, training in basic keyboard technique, and mastery of basic elements of music. May be repeated for credit. Offered fall, spring.

**MUSI 1502/3502***Class Voice for Non-Music Majors (2-0-2)*

Class singing instruction for non-music majors who have not studied voice previously or are at the elementary level. Emphasis on proper breathing and posture, tone production, vocal technique, and English and Italian diction. May be repeated for credit. Offered fall, spring.

**MUSI 1503/3503***Class Guitar for Non-Majors (2-0-2)*

Class guitar instruction for non-music majors who have not studied guitar previously or are at an elementary level. Emphasis on proper posture and hand positions and mastery of basic elements of music. May be repeated for credit or taken as an upper division course (MUSI 3503). Offered fall, spring.

**MUSI 1521***Class Piano I (2-0-1)*

An introduction to the keyboard and training in basic keyboard technique, with emphasis on major scales, repertoire, and simple harmonization. Offered fall and spring.

**MUSI 1522***Class Piano II (2-0-1)*

A continuation of basic piano skills and repertoire, with emphasis on minor scales, repertoire, and extended lead sheet harmonization. Offered fall and spring.

**MUSI 1621***ASU Glee Club (3-0-1) or (3-0-0)*

The Augusta State University Glee Club is offered for freshman or sophomore students who do not major or minor in music, and who seek a choral ensemble that does not require an audition or prior choral experience. The ASU Glee Club performs at ceremonial occasions such as the Martin Luther King, Jr. Birthday Celebration and at spring commencement. From time to time, the group may perform at ASU sports events, or at student activity events. Enrollment is open to any ASU student. *Prerequisite(s): Open to any freshman or sophomore ASU student not majoring in music.*

**MUSI 1810***Music Technology (1-0-1)*

The study and utilization of technology in musical applications. Emphasis on basic computer music notation systems, MIDI sequencing, and CAI. Offered fall and spring.

**MUSI 2101***Advanced Ear Training and Sight Singing I (2-0-2)*

A continued study of the chromatic harmony of the Common Practice Period through aural analysis and recognition and the development of sight-singing skills. Emphasis on elementary forms, modulation to closely related and foreign keys, and

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

secondary leading tone chords of primary chords. *Prerequisite(s): MUSI 1102, 1212 Corequisite: MUSI 2211 must be taken concurrently or prior to enrollment in MUSI 2101.* Offered fall.

**MUSI 2102**

*Advanced Ear Training and Sight Singing II (2-0-2)*

A continued study of the harmonic practices of the 19th and early 20th centuries through aural analysis and recognition and the development of sight-singing skills. Emphasis on common formal processes, extended tertian chords, modal practices and the twelve-tone system. *Prerequisite(s): MUSI 2101, 2211. Corequisite: MUSI 2212 must be taken concurrently or prior to enrollment in MUSI 2102.* Offered spring.

**MUSI 2211**

*Advanced Part Writing and Analysis I (2-0-2)*

A continued study of the chromatic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on elementary forms, modulation to closely related and foreign keys, and secondary leading tone chords of primary chords. *Prerequisite(s): MUSI 1212.* Offered fall.

**MUSI 2212**

*Advanced Part Writing and Analysis II (2-0-2)*

A continued study of the harmonic practices of the 19th and early 20th centuries through the development of composition, analysis and keyboard skills. Emphasis on common formal processes, extended tertian chords, modal practices and the twelve-tone system. Offered spring. *Prerequisite(s): MUSI 2211.*

**MUSI 2230**

*Introduction to the Masterworks of Western Music Literature (2-0-2)*

The art of music listening, involving study of the evolution of musical styles from the western tradition by listening to and discussing established masterworks. The course's approach is chronological with an emphasis on developing listening skills. Offered spring.

**MUSI 2310**

*From the Monastery to the Concert Stage: Western Art Music (3-0-3)*

A survey of Western musical styles for non-music majors. Emphasis will be placed upon listening and aural analysis of musical works. May be taken as an upper-division course (MUSI 3310). *Prerequisite(s): HUMN 2001.*

**MUSI 2320/3320**

*Music and Popular Culture (3-0-3)*

A chronicle of the musical and historical development of rock-based popular music from its formative stages through the present day. Popular music will be examined within the sociocultural, political and economic contexts of a rapidly changing society where music stands as a dominant force in popular culture. *Prerequisite(s): HUMN 2001.*

**MUSI 2330/3330**

*Music of the World's Peoples (3-0-3)*

An inquiry into the dynamics of Western and non-Western value systems and behaviors by studying classical, traditional, primitive, and folk music traditions in the context of human life in a variety of cultures. *Prerequisite(s): HUMN 2001*

**MUSI 2400**

*Music Methods for Elementary Teachers (2-0-2)*

A study of the fundamentals of music for the elementary classroom teacher with emphasis on strategies for teaching music to students in the elementary grades using the Orff and Kodaly methods.

**MUSI 2523**

*Class Piano III (2-0-1)*

A continuation of basic technical keyboard skills with emphasis on block chords and arpeggios, repertoire, extended lead sheet harmonizations and improvisation. Offered fall and spring.

**MUSI 2524**

*Class Piano IV (2-0-1)*

A continuation of class piano instruction for non-keyboard majors, with emphasis on patriotic songs, repertoire, accompanying improvisation and transposition. Offered fall and spring.

**MUSI 2525**

*Advanced Keyboard Skills (2-0-1)*

A course in functional keyboard skills designed for all piano majors. Emphasis on skill development in transpositions, improvisation, harmonizations, and sight reading. *Prerequisite(s): Completion of MUSA 1611.*

**MUSI 3210**

*Form and Analysis (2-0-1)*

A study of the formal processes of music in representative works from all style periods through analysis and composition. *Prerequisite(s): MUSI 2212.* Offered spring.

**MUSI 3220**

*16th Century Counterpoint (2-0-2)*

A study of species and modal counterpoint based on principles of Johann Fux and the style of Palestrina. Projects will develop both compositional and analytical skills. *Prerequisite(s): MUSI 2212.*

**MUSI 3230**

*18th Century Counterpoint (2-0-2)*

A study of two- and three-voice counterpoint as found in the invention, canon, and fugue. Projects will develop both compositional and analytical skills. *Prerequisite(s): MUSI 2212.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**MUSI 3310** See MUSI 2310 above.

**MUSI 3320** See MUSI 2320 above.

**MUSI 3330/ANTH 3330** See MUSI 2330 above.

**MUSI 3340**

*Music History I (3-0-3)*

A survey of the history of western art music from its beginnings through the Baroque era (approximately 1750). Emphasis is given to the evolution of musical style, beginning with the influence of Greek and other ancient cultures, through the philosophical and societal attitudes toward music during the medieval, Renaissance, and Baroque periods. *Prerequisite(s): MUSI 2230.* Offered fall.

**MUSI 3350**

*Music History II (3-0-3)*

A survey of the history of western art music from the Classic period (approximately 1750) to the present day. Emphasis is given to the influence of the various philosophical movements in music from the Age of Enlightenment through the 19<sup>th</sup> and 20<sup>th</sup> centuries, and the changes in societal attitudes toward music during this period. *Prerequisite(s): MUSI 3340.* Offered spring.

**MUSI 3410/6410**

*Elementary and Middle School Music Methods (3-0-3)*

A functional course in the techniques involved in teaching general music to students in the elementary and middle school grades. Techniques addressed will include the Orff approach, Kodaly method, Dalcroze Eurhythmics and eclectic design. May be taken for graduate credit and additional coursework will be required. *Prerequisite(s): MUSI 1102; MUSI 1212*

**MUSI 3420/6420**

*Brass Methods (1-0-1)*

A functional course for the music educator in the techniques involved in playing and teaching trumpet, horn, trombone, euphonium and tuba. Emphasis on development of fundamental skills and teaching techniques through hands-on experience with each of these instruments. May be taken for graduate credit; additional work will be required. *Prerequisite(s): MUSI 1102; MUSI 1212.*

**MUSI 3430/6430**

*Woodwind Methods (1-0-1)*

A functional course for the music educator in the techniques involved in playing and teaching flute, clarinet, oboe, bassoon and saxophone. Emphasis on development of fundamental skills and teaching techniques through hands-on experience with each of these instruments. May be taken for graduate credit; additional work will be required. *Prerequisite(s): MUSI 1102; MUSI 1212.*

**MUSI 3440/6440**

*String Methods (1-0-1)*

A functional course for the music educator in the techniques involved in playing and teaching violin, viola, cello, bass, guitar, and the instruction of string players of all levels within mixed ensembles. Emphasis on the development of fundamental skills and teaching techniques through hands-on experience with each of the string instruments. May be taken for graduate credit; additional work will be required. *Prerequisite(s): MUSI 1102; MUSI 1212.*

**MUSI 3450/6450**

*Percussion Methods (1-0-1)*

A functional course for the music educator in the techniques involved in playing and teaching snare drum, mallet percussion, timpani and auxiliary instruments. Emphasis on development of fundamental skills through hands-on experience with each of the percussion instruments. May be taken for graduate credit; additional work will be required. *Prerequisite(s): MUSI 1102; MUSI 1212.*

**MUSI 3460/6460**

*Marching Band Methods (1-0-1)*

Developmental experiences in the pedagogical and administrative skills, and knowledge of literature needed for successful teaching of marching band in secondary schools. Emphasis on teaching marching fundamentals and drill design. May be taken for graduate credit; additional work will be required. *Prerequisite(s): MUSI 1102; MUSI 1212.*

**MUSI 3470/6470**

*Vocal Methods (1-0-1)*

Vocal Methods is a study of the skills involved in vocal teaching. Among the areas to be examined are fundamental vocal technique, classroom/rehearsal methods, classroom management, development of vocal musicianship, criteria for selection of literature, and multicultural choral music. Further, matters such as historical and linguistic contexts, teaching philosophy, and administrative tasks will be considered. May be taken for graduate credit; additional work will be required. *Prerequisite(s): MUSI 1102; MUSI 1212.*

**MUSI 3501** See MUSI 1501 above.

**MUSI 3502** See MUSI 1502 above.

**MUSI 3503** See MUSI 1503 above.

**MUSI 3511/6511**

*English Diction for Singers (1-0-1)*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

The study of principles and application of English diction in singing through the use of the International Phonetic Alphabet, spoken language drill, and study and recitation of representative song literature. May be taken for graduate credit; additional work will be required. Offered on alternate years.

**MUSI 3512/6512**

*Italian Diction for Singers (1-0-1)*

The study of principles and application of Italian diction in singing through the use of the International Phonetic Alphabet, spoken language drill, and study and recitation of representative song literature. May be taken for graduate credit; additional work will be required. Offered on alternate years.

**MUSI 3513/6513**

*German Diction for Singers (1-0-1)*

The study of principles and application of German diction in singing through the use of the International Phonetic Alphabet, spoken language drill, and study and recitation of representative song literature. May be taken for graduate credit; additional work will be required. Offered on alternate years. *Prerequisite(s): MUSI 3511; MUSI 3512.*

**MUSI 3514/6514**

*French Diction for Singers (1-0-1)*

The study of principles and application of French diction in singing through the use of the International Phonetic Alphabet, spoken language drill, and study and recitation of representative song literature. May be taken for graduate credit; additional work will be required. Offered on alternate years. *Prerequisite(s): MUSI 3511; MUSI 3512.*

**MUSI 3520**

*Vocal Pedagogy (2-0-2)*

A survey of the methods and materials related to individual and group instruction in a principal performing medium. Emphasis upon solo vocal instruction. *Prerequisite(s): Upper Division Status in applied vocal studies.*

**MUSI 3530**

*Keyboard Pedagogy (2-0-2)*

A survey of the methods and materials related to individual and group instruction in a principal performing medium. Emphasis on solo piano instruction. *Prerequisite(s): Upper Division Status in applied keyboard studies.*

**MUSI 3540**

*Instrumental Pedagogy (2-0-2)*

A survey of the methods and materials related to individual and group instruction in a principal performing medium. Emphasis on solo instrumental instruction, all orchestral and wind instruments. *Prerequisite(s): Upper Division Status in applied instrumental studies.*

**MUSI 3551**

*Keyboard Accompanying (2-0-1)*

An introduction to performance practices for keyboard and solo instrument and/or voice. Emphasis on historic and stylistic elements, sight-reading and aural skills. *Prerequisite(s): Permission of the instructor.*

**MUSI 3552**

*Keyboard Accompanying Practicum (V-0-V)*

Supervised, practical experience of vocal and/or instrumental accompanying in weekly lessons, Recital Lab (MUSI 1500), and outside performances. *Prerequisite(s): MUSI 3551; Permission of the instructor.*

**MUSI 3560**

*Fundamentals of Conducting (2-0-1)*

Training in score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques in order to create accurate and musically expressive performances with various types of performing groups and in classroom situations. Laboratory experiences provide opportunities to apply rehearsal techniques and procedures. *Prerequisite(s): MUSI 2211; MUSI 2101.* Offered spring.

**MUSI 3621**

*ASU Glee Club (0-0-1)*

The Augusta State University Glee Club (MUSI 3621) is offered for junior and senior students who do not major or minor in music, and who seek a choral ensemble that does not require an audition or prior choral experience. The ASU Glee Club performs at ceremonial occasions such as the Martin Luther King, Jr. Birthday Celebration and at spring commencement. From time to time, the group may perform at ASU sports events, or at student activity events. Enrollment is open to any ASU student. *Prerequisite(s): Open to any junior or senior ASU student not majoring in music.*

**MUSI 3720**

*Jazz Improvisation (3-0-3)*

The study and application of jazz improvisation techniques. Emphasis on harmonic progressions, chord/scale relationships, patterns, and stylistic considerations. *Prerequisite(s): MUSI 1212.*

**MUSI 3810**

*Advanced Computer and Technological Applications in Music (3-0-3)*

The study and utilization of technology in musical applications. Emphasis on music notation, MIDI sequencing, and CAI, and the Principles of sound sampling and synthesis. *Prerequisite(s): MUSI 0810, MUSI 2212.*

**MUSI 4090**

*Senior Project for the Bachelor of Arts in Music (V-0-2)*

A guided study of topics in music and its interrelationship with other disciplines through an independent research project. In consultation with the music faculty, students will choose their own topics for study and research projects. *Prerequisite(s): Permission of the instructor; Senior Standing; Completion of Piano Proficiency and Computer Applications in Music Proficiency.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MUSI 4190***Special Topics in Conducting (2-0-2)*

A guided study of topics in conducting through independent research projects or in-depth study. Possibilities include score preparation, score study, techniques for conducting specific repertoires and public performance. May be repeated for credit. *Prerequisite(s): MUSI 3560.*

**MUSI 4210***Instrumentation and Orchestration (2-0-1)*

An introduction to the basics of writing for instruments, mixed groups of instruments and arranging music of other genres. Emphasis on the development of knowledge about the ranges, capabilities and tonal characteristics of each instrument, while writing with musical variety and interest. *Prerequisite(s): MUSI 2212; MUSI 2102.* Offered fall of alternate years.

**MUSI 4220***Contemporary Theoretical Techniques (2-0-2)*

An exploration of the methods and techniques with which to analyze twentieth century music, including the twelve-tone technique in the music of Schoenberg, Berg, and Webern, Allen Forte's theory of pitch sets, and means of analyzing pitch centric works and electronic and aleatoric music. *Prerequisite(s): MUSI 2212.*

**MUSI 4290***Special Topics in Music Theory (2-0-2)*

A guided study of theoretical techniques through independent research and analysis projects or in-depth study in a classroom setting. In consultation with the theory faculty, students will choose their own topics for study. May be repeated for credit. *Prerequisite(s): MUSI 2212.*

**MUSI 4310***Choral Literature (2-0-2)*

A survey of sacred and secular choral music from all style periods from plainsong through the 20th century. Emphasis on the study of compositional characteristics from each style period. *Prerequisite(s): MUSI 2211.*

**MUSI 4320***Vocal Literature (2-0-2)*

A study of the development of solo vocal song literature, of major song composers, and of song and song cycle repertoire. *Prerequisite(s): MUSI 2211.*

**MUSI 4330***Opera Literature (2-0-2)*

A comprehensive survey of opera through study of the historical development, characteristics, and composers of opera. *Prerequisite(s): MUSI 2211.*

**MUSI 4341***Piano Literature 1 (2-1-2)*

A history of the piano and harpsichord and an in-depth survey of the major solo repertoire from the 16th through the 18th century. *Prerequisite(s): MUSI 2211.*

**MUSI 4342***Piano Literature 2 (2-1-2)*

A history of the piano and an in-depth survey of the major solo repertoire from the 19th century to the present. *Prerequisite(s): MUSI 4341.*

**MUSI 4350***Orchestral Literature (2-0-2)*

A comprehensive survey of symphonic music styles and history from the Pre-Classic and Baroque Periods to the present, with an emphasis on listening, research and score study. *Prerequisite(s): MUSI 2211.*

**MUSI 4360***Chamber Music Literature (2-0-2)*

A comprehensive study of instrumental chamber music styles and history from the Baroque period to the present. Emphasis on aural identification and comparative analysis of representative works. *Prerequisite(s): MUSI 2211.*

**MUSI 4370***Wind Ensemble Literature (2-0-2)*

A survey of music for wind instruments from the Renaissance to the present. Emphasis on eighteenth-century *Harmoniemusik*, nineteenth-century chamber music as well as wind ensemble, symphonic band and pieces for orchestral wind section. *Prerequisite(s): MUSI 2211.*

**MUSI 4390***Special Topics in Music History (2-0-2)*

A guided study of topics in music history through independent research projects or in-depth study in a classroom setting. In consultation with the music history faculty, students will choose their own topics for study and research projects. May be repeated for credit. *Prerequisite(s): MUSI 2211.*

**MUSI 4410/6411***Conducting and Methods of Secondary School Instrumental Music (3-0-3)*

Developmental experiences in the gestural, pedagogical, administrative skills, and knowledge of literature needed for successful teaching of instrumental music in grades 6-12. May be taken for graduate credit; additional work will be required. Offered fall. *Prerequisite(s): MUSI 3560.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MUSI 4420/6412***Conducting and Methods of Secondary School Choral Music (3-0-3)*

Conducting and Methods is a study of the skills necessary for secondary choral teaching. Among the areas to be examined are score preparation, gestural skills, artistic judgment, teaching problems and strategies (e.g., learning theories, classroom management, discipline, etc.), and rehearsal methodology. Further matters such as cultural, historical and linguistic contexts, teaching philosophy and administrative tasks will be considered. May be taken for graduate credit; additional work will be required. Offered spring. *Prerequisite(s): MUSI 3560.*

**MUSI 4490***Special Topics in Music Education (2-0-2)*

A guided study of topics in music education through independent research projects or in-depth study in a classroom setting. May be repeated for credit, or may be taken for graduate credit (MUSI 5490). *Prerequisite(s): MUSI 3410, MUSI 4410, MUSI 4420.*

**MUSI 4492***Student Apprenticeship/Seminar in Music (V-0-12)*

Intensive, field-based apprenticeship in music at the elementary and/or middle/secondary levels. Includes supervised teaching and practical application of previous coursework. *Prerequisite(s): Senior Standing; fulfillment of all other graduation requirements; completion of Junior Recital (MUSA 3XX5); completion of Piano Proficiency; Computer Applications in Music Proficiency; admission to teacher education.*

**MUSI 4493***Internship in Music Education (V-0-6)*

Intensive, field-based apprenticeship in music for those employed at the elementary and/or middle/secondary levels and who are seeking certification in music. Includes supervised teaching and practical application of previous course work. May be repeated for credit. Offered: On demand. *Prerequisite(s): Fulfillment of other Music Certification requirements.*

**MUSI 4521***Directed Studio Teaching: Vocal (V-0-V)*

Studio teaching of beginning to intermediate level voice students under the regular supervision of the voice faculty. May be repeated for credit. *Prerequisite(s): MUSI 3520.*

**MUSI 4530***Advanced Piano Pedagogy (3-0-3)*

A survey of the methods and materials related to individual and group instruction in piano. Emphasis on advanced solo piano instruction. *Prerequisite(s): MUSI 3530.*

**MUSI 4531***Directed Studio Teaching: Keyboard (V-0-V)*

Studio teaching of beginning to intermediate level piano students under the regular supervision of the piano faculty. May be repeated for credit. *Prerequisite(s): MUSI 3530.*

**MUSI 4541***Directed Studio Teaching: Instrumental (V-0-V)*

Studio teaching of beginning to intermediate level instrumental students under the regular supervision of the instrumental faculty. May be repeated for credit. *Prerequisite(s): MUSI 3540.*

**MUSI 4590***Special Topics in Music Performance (2-0-2)*

A guided study of topics in music performance through independent projects or in-depth study in a classroom setting. In consultation with the applied music faculty, students will choose their own topics for study and/or research projects. May be repeated for credit. *Prerequisite(s): MUSA 3XX1 or MUSA 3XX3.*

**MUSI 4730***Jazz History and Literature (3-0-3)*

The study of music in the jazz idiom from its origin to the present, with emphasis on influential musicians, groups, and composers.

**MUSI 4910***Special Topics in Music Business and Management (2-0-2)*

A guided study of music business through independent research and analysis projects or in-depth study. May include an internship. In consultation with the music and/or School of Business faculty, students will choose their own topics for study. May be repeated for credit. *Prerequisite(s): MUSI 2102; MUSI 2212.*

**MUSI 4950/6950***Introduction to Orff Schulwerk (2-0-2)*

This course will introduce its participants to the ideals and components of Orff Schulwerk. Ideals and components that will be addressed include Carl Orff's philosophy for music education, pedagogical aspects of the Schulwerk, the conceptual framework of the approach and the experiential aspects of the design. May be taken for graduate credit; additional coursework will be required. *Prerequisite(s): MUSI 1102; MUSI 1212.*

**MUSI 5490** See MUSI 4490 above.

**MUSI 6413***Foundations in Music Education (3-0-3)*

This course will be divided into three areas of study. First is a sequential study of the history of American music education and the emerging trends in the profession. Second is the study of major philosophies guiding music teaching, including Pestalozzi,

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

Reimer and the Paraxial approach of Elliott. Third is a contemporary look at the interrelationship of music and society in the United States.

**MUSI 6420** See MUSI 3420 above.

**MUSI 6430** See MUSI 3430 above.

**MUSI 6440** See MUSI 3440 above.

**MUSI 6450** See MUSI 3450 above.

**MUSI 6460** See MUSI 3460 above.

**MUSI 6470** See MUSI 3470 above.

**MUSI 6511** See MUSI 3511 above.

**MUSI 6512** See MUSI 3512 above.

**MUSI 6513** See MUSI 3513 above.

**MUSI 6514** See MUSI 3514 above.

**MUSI 6950** See MUSI 4950 above.

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**Music Ensembles:** The Music Ensembles at Augusta State University present all students with the opportunity for a hands-on experience with music in a shared effort with others. A variety of performance groups exist for the interested student regardless of major, including large ensembles and chamber groups. All instruments and voice types are welcome. Major ensembles may be taken as an upper-division course with permission of the instructor or upper-division applied lessons status. All ensembles are normally offered fall and spring.

\*\*\* (Note: the second hours grouping listed is for non-music majors. For example, (1-0-1) represents an hour credit for music majors; (1-0-0) represents zero credit hours for non-music majors.)

**MUSI 1000**

*Augusta State University Pep Band (1-0-1) or (1-0-0)*

The ASU Pep Band performs at all home basketball games and at the Peachbelt Conference Tournament. Music performed will be selected from a wide variety of sources, including popular and jazz idioms. Everyone is welcome to participate. No audition required.

**MUSI 1610**

*Augusta State University Wind Ensemble (4-0-1) or (4-0-0)*

*Prerequisite(s): Previous experience on woodwind, brass or percussion instruments.*

**MUSI 1620**

*Augusta State University Choir (4-0-1) or (4-0-0)*

**MUSI 1630**

*Augusta State University Orchestra (4-0-1) or (4-0-0)*

*Prerequisite(s): Previous experience on an orchestral instrument.*

**MUSI 3610** See MUSI 1610 above.

**MUSI 3620** See MUSI 1620 above.

**MUSI 3630** See MUSI 1630 above.

**MUSI 3660**

*Augusta State University Jazz Ensemble (4-0-1) or (4-0-0)*

*Prerequisite(s): Permission of the instructor.*

**MUSI 4610**

*Augusta State University Opera Ensemble (1-0-1) or (1-0-0)*

*Prerequisite(s): Permission of the instructor; audition for roles in major productions.*

**MUSI 4620**

*Augusta State University Chamber Singers (2-0-1) or (2-0-0)*

*Prerequisite(s): Permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**MUSI 4640**  
*Prerequisite(s): Permission of the instructor.*

Woodwind Ensemble(s) (2-0-1) or (2-0-0)

**MUSI 4650**  
*Prerequisite(s): Permission of the instructor.*

Brass Ensemble(s) (2-0-1) or (2-0-0)

**MUSI 4660**  
*Prerequisite(s): Permission of the instructor.*

Jazz Combo(s) (2-0-1) or (2-0-0)

**MUSI 4670**  
*Prerequisite(s): Permission of the instructor.*

Keyboard Ensemble(s) (2-0-1) or (2-0-0)

**MUSI 4680**  
*Prerequisite(s): Permission of the instructor.*

Percussion Ensemble(s) (2-0-1) or (2-0-0)

**MUSI 4690**  
*Prerequisite(s): Permission of Instructor.*

Chamber Music Ensemble(s) (2-0-1) or (2-0-0)

## MUSA - Applied Music Courses

**APPLIED MUSIC LESSONS:** Individual instruction in a performance medium is available for all string instruments, all wind instruments, all keyboard instruments and all voice types. All students must receive permission from the Chair of the Music Department before beginning their applied lesson sequence. An additional fee is charged for private instruction. Grading will be based on the student's preparation and performance in the weekly lessons. Secondary applied music lessons are available for music minors who may wish to begin or continue private study of a musical instrument or voice or for music majors who desire instruction on a secondary musical instrument or in voice. Permission of the Chair of the Department of Music is required for enrollment. May be repeated for credit. Secondary applied lessons are available on the upper-divisional level if the student shows significant achievement on the lower division level.

**MUSA XXX0** (½-0-1)  
*Applied lessons in Jazz Winds, Jazz Piano, Jazz Percussion, Jazz Strings, Drum Set, and Composition are available only at the secondary level.*

**The following lessons are available only to music majors:**

*Transfer students:* Music Majors who transfer to ASU from another institution must audition within the first week of their first semester for proper placement within the applied lessons sequence.

*Concentration Applied Lessons:* Individualized instruction in the student's primary performance medium. One one-hour private lesson per week with an additional hour of studio class. Emphasis will be placed upon performance skills. Grading will be based on the student's preparation and performance in the weekly lessons and in a jury exam at the end of each semester. Corequisite: enrollment in MUSA 2X05, MUSI 1500 and solo performance in MUSI 1500. Applied lessons for the concentration are available on the upper-divisional level if the student has a successful audition for upper-division status. Students must receive a permission form from their private applied teacher prior to registration for their applied lessons.

**MUSAXXX1** (1-0-1)  
**MUSA XXX2** (1-0-1)

*Music majors must pass an audition for the performance major in order to enroll in Major Applied Lessons.*

*Major Applied Lessons:* Individualized instruction in the student's major performance medium. One one-hour private lesson per week with an additional hour of studio class. Emphasis will be placed upon performance skills and pedagogical concepts. Grading will be based on the student's preparation and performance in the weekly lessons and in a jury exam at the end of each semester. Corequisite: enrollment in MUSA 2X05, MUSI 1500 and solo performance in MUSI 1500. Applied lessons for the major are available on the upper-divisional level if the student has a successful audition for upper-division status. Students must receive a permission form from their private applied teacher prior to registration for their applied lessons.

**MUSA XXX3** (1 - 0 - 3)\*

**MUSA XXX4** (1 - 0 - 3)\*

\*Not available at the 1000 level.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

Instruction Available for:

x10x Voice	x41x Percussion	x710 Jazz Winds
	x420 Drum Set	x720 Jazz Piano
x21x Flute		x730 Jazz Percussion
x22x Oboe	x51x Violin	x740 Jazz Strings
x23x Clarinet	x52x Viola	
x24x Bassoon	x53x Violoncello	x810 Classical Composition
x25x Saxophone	x54x Double Bass	x820 Jazz Composition
	x55x Guitar	x830 Computer Composition
x31x Trumpet		
x32x Horn	x61x Piano	x900 Early Instruments
x33x Trombone	x62x Organ	
x34x Euphonium	x63x Harpsichord	
x35x Tuba		

### **MUSA 2X05**

*Studio Class (0-1-0)*

A forum for the discussion of performances, techniques and repertoire in the student's applied performance area. *Corequisite: major or concentration applied lessons.*

### **MUSA 3XX5**

*Junior Recital (V-0-0)*

Individualized instruction in the student's applied performance medium leading to the performance of a half-hour public solo recital. *Prerequisite(s): Permission of the student's applied lesson instructor. Corequisite: MUSA 3XX2 or 3XX4.*

### **MUSA 4XX5**

*Senior Recital (V-0-1)*

Individualized instruction in the student's major performance medium leading to the performance of a one-hour public solo recital with program notes researched and written by the student. *Prerequisite(s): Permission of the student's applied lesson instructor; Completion of the Piano Proficiency and the Computer Applications in Music Proficiency. Corequisite: MUSA 4XX2 or 4XX4.*

## **NURS - Nursing Courses**

**Note: All Nursing courses shown in the first section are to be phased out. A new Bachelor of Science in Nursing will begin in January 2010, and the courses for the new program are shown after the *BEGIN JAN 2010* heading.**

### **NURS 1101**

*Foundations of Nursing Practice (5-12-9)*

Introduction to and historical basis for associate degree nursing practice. The course provides introduction to the roles of provider of care, manager of care, member of the discipline of nursing and an overview of the human experience of health, illness and death. Students examine fundamental concepts of culture, spirituality, grief and grieving, with application of concepts of stress, adaptation and coping to their role as learner of health promotion and wellness behaviors. Students begin their experience with the health care delivery system in a nursing home setting and are introduced to the impact of managed care. Critical thinking skills are applied to the examination of potential and actual health care needs of the patient experiencing chronic physiological problems. Emphasis is on the assessment of functional health patterns of the patient across the life span and beginning level functioning in the role as provider of care. Communication and psychomotor skills basic to beginning therapeutic interventions are learned in a simulated laboratory and applied in a variety of in-patient, outpatient, and community settings. *Prerequisite(s): COMS 1010, \*ENGL 1101, \*MATH 1111, \*PSYC 2103. Corequisites: \*BIOL 2111, \*ENGL 1102. (\*Grade of C or better required.)*

### **NURS 1102**

*Nursing Care Across the Life Span I (5-15-10)*

Critical thinking skills are applied to developing a knowledge base and increasingly complex skills in the role as provider of care with the patient across the life span. Emphasis is on the special needs of patients experiencing common physiological problems resulting in alterations in functional health patterns and the needs of childbearing families. Students are expected to utilize skills to assist those living with common acute and chronic health problems and to assist childbearing families in a variety of settings. Communication skills are expanded to emphasize family interactions and teaching-learning activities. *Prerequisite(s): \*NURS. 1101, \*BIOL 2111, \*ENGL 1102. Corequisites: \*BIOL 2112, POLS 1101 or HIST 2111 or 2112. (\*Grade of C or better required.)*

### **NURS 1103**

*LPN Transition (5-3-6)*

This course builds on prior knowledge and competencies of qualified LPNs and facilitates advanced placement into the second year of the associate of science in nursing program. The course provides an introduction to the roles of the associate degree nurse. Emphasis is on critical thinking skills, communication, health assessment test taking strategies, and application of the nursing process across the life span to patients experiencing common physiological alteration in functional health patterns and the special needs of childbearing families at risk. Students are expected to perform psychomotor and interpersonal skills with selected patients experiencing common physiological alterations and childbearing families at risk. Progression to the next

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

nursing course (NURS 2201) will require successful passing of the Regents' Reading and Writing Examination. *Prerequisite(s): \*ENGL 1101, 1102; \*MATH 1111; COMS 1010; HIST 2111 or 2112; \*PSYC 2103; BIOL 2111; BIOL 2112; POLS 1101 (\*Grade of C or better required).*

**NURS 2201**

*Nursing Care Across the Life Span II (5-15-10)*

Critical thinking skills are applied to providing care for patients across the life span experiencing complex physiological and mental/emotional alterations in health. The focus of therapeutic interventions is expanded to include manager of care. Communication and relationship skills are expanded to include group dynamics and process, team-leading and member behaviors. Emphasis is on competency in the role as provider of care and acquisition of skills of collaboration, consultation, delegation, accountability, patient advocacy and respect in the role as the manager of care. Students are expected to utilize increasingly complex skills and technology with the patient in a variety of health care and community settings. *Prerequisite(s): \*NURS 1102 or \*NURS 1103, \*BIOL 2112. Corequisite: \*BIOL 2500. (\*Grade of C or better required.)*

**NURS 2202**

*Nursing Care Across the Life Span III (3-15-8)*

Critical thinking skills are applied to providing care for patients across the life span experiencing complex alterations in health status. Emphasis is placed on developing competency in the roles of provider of care and manager of care during the first half of the semester. The last half is focused on the role as member within the discipline of nursing. Students have increasing responsibility for the care of complex patient needs within a variety of health care and community settings. *Prerequisite(s): \*NURS 2201, \*BIOL 2500. Corequisite: \*NURS 2203. (\*Grade of C or better required.)*

**NURS 2203**

*Nursing Issues and Trends (1-0-1)*

Seminar to critically analyze socio-political, cultural, ethical-legal, and professional issues affecting nursing practice and health care. *Prerequisite(s): \*NURS 2201. Corequisite: \*NURS 2202. (\*Grade of C or better required.)*

**NURS 2950**

*Special Topics in Nursing (varies)*

Selected topics (variable). A study of the concepts and principles in special topics related to the nursing profession and the health care environment. *Prerequisite(s): permission of instructor.*

----- **BEGIN JAN 2010** -----

**NURS 3000**

*Foundations of Nursing Practice (4-9-7)*

Introduction to the historical basis for professional nursing education. This course introduces the student to the Nursing Process and Gordon's Functional Health Patterns with a focus on patient care throughout the lifespan. It will also facilitate the student's role as provider of care, manager of care, and member of the discipline of nursing. *Prerequisite(s): Core A-F requirements.*

**NURS 3001**

*Health Promotion in Individuals and Families (2-2-3)*

This course explores the theoretical basis for and basic principles of providing community-based healthcare to individuals and families across the lifespan. Emphasis is placed on wellness, health promotion and maintenance, and disease prevention in individuals and families. *Prerequisite(s): Core A-F requirements, NURS 3000 or NURS 3010.*

**NURS 3002**

*Nursing Research (3-0-3)*

This course introduces the role of research as a foundation for nursing practice. The critique of published nursing research will enhance the understanding of the research process and its application to evidenced-based nursing. Students will apply the principles learned through select written activities. *Prerequisite(s): Core A-F requirements.*

**NURS 3003**

*Evidence Based Nursing Practice I (4-9-7)*

This course will focus on the application of critical thinking skills to develop evidence based care in the patient across the lifespan. Emphasis is on the special needs of patients experiencing common physiological problems resulting in alterations in functional health patterns and the needs of childbearing families. Communication skills are expanded to emphasize family interactions and teaching-learning activities. *Prerequisite(s): Nursing program core requirements and NURS 3000.*

**NURS 3004**

*Nutrition and Health Care (2-0-2)*

Explores nutritional concepts in selected disorders. There will be an emphasis on obesity, diabetes, heart disease, renal disease, malabsorption and increased metabolic states. *Prerequisite(s): Core A-F Requirements.*

**NURS 3005**

*Clinical Pharmacology (3-0-3)*

This course introduces the basic principles of clinical pharmacology as they relate to genetics, selected disorders, healthcare economics, drug development and alternative therapies. The focus of this course is on nursing-based pharmacologic interventions in response to compromises in health. *Prerequisite(s): Core A-F requirements.*

**NURS 3010**

*LPN to BSN Transition Course (4-3-5)*

This course builds on prior knowledge and competencies of qualified LPNs and facilitates advanced placement into the bachelor's of science in nursing program. The course provides an introduction to the roles of the professional nurse. Emphasis is on critical thinking skills, communication, health assessment, test taking strategies, and application of the nursing process across the life span to patients experiencing common physiological alterations in functional health patterns and special needs of childbearing families at risk. *Prerequisite(s): Core A-F requirements.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**NURS 4001***Evidence Based Nursing Practice II (5-15-10)*

Critical thinking skills are applied to developing evidence based care for the patient across the lifespan experiencing complex physiological and mental/emotional alterations in health. Emphasis is on competency in the role as provider of care and acquisition of skills of collaboration, consultation, delegation, accountability, patient advocacy and respect in the role of manager of care. *Prerequisite(s): NURS 3001 and NURS 3003.*

**NURS 4002***Health Promotion in Communities (2-4-4)*

This course provides an in-depth examination of the theories and principles of community and public health nursing. Emphasis is placed on community health assessment, identification of vulnerable populations and the exploration of global health issues. Students apply the concepts learned in the classroom in a variety of community settings. *Prerequisite(s): Core A-F requirements and NURS 3001.*

**NURS 4003***Nursing and Spirituality (2-0-2)*

A cross-cultural study of spirituality and religiosity provides a foundation for assisting the student in promoting the health and wellness of self and patients. *Prerequisite(s): Core A-F Requirements.*

**NURS 4004***Evidence Based Nursing Practice III (3-15-8)*

Critical thinking skills are applied to providing care to the patient across the lifespan experiencing complex alterations in health status. Emphasis is placed on developing competency in the roles of provider of care and manager of care during the first half of the semester. The second half is focused on the role as members within the discipline of nursing. Students have increasing responsibility for the care of patients' needs within a variety of health care and community settings. *Prerequisite(s): NURS 3004 and NURS 4001.*

**NURS 4005***Nursing Issues and Trends (2-0-2)*

Seminar to critically analyze national and global socio-political, economical, cultural, ethical-legal, and professional issues affecting nursing practice and health care. *Prerequisite(s): Core A-F Requirements and NURS 4004.*

**NURS 4006***Nurse Leader/Designer/Manager (2-6-5)*

Expands the student's knowledge of nurse leader/designer/manager concepts and provides opportunity to observe and practice these concepts in the clinical setting. Concepts discussed include, but are not limited to, human resource management, self care, group and organizational dynamics, communications and fiscal management. *Co-Requsite(s): NURS 4004 and NURS 4005.*

**NURS 4007***Nursing and Technology (2-0-2)*

This course focuses on the impact of emerging technologies on professional nursing practice, nurse-patient relationships, patient care outcomes, and work place dynamics. *Prerequisite(s): Core A-F Requirements.*

**NURS 4008***Public Policy and Health Care (3-0-3)*

This course explores issues surrounding the development of public health policy and the influence of policy on nursing, health care delivery, and other health professions. Classroom and field experience. *Prerequisite(s): NURS 3004.*

**NURS 4010***Cultural Diversity and Nursing (3-0-3)*

This course provides a foundation for providing culturally competent nursing care. Theoretical models and cultural assessment tools are explored in depth to provide a framework for students seeking to expand their knowledge of and appreciation for the culturally diverse values, beliefs and practices that impact the delivery of healthcare to individuals, families and groups. Students apply concepts learned through the completion of a cultural assessment of select groups. *Prerequisite(s): NURS 3004.*

**NURS 4011***Ethics in Health Care (3-0-3)*

This course will focus on ethical and moral principles utilized in the health care setting. Case studies will be utilized to illustrate the principles and dilemmas faced such as informed consent, refusal of treatment, and quality of life in the healthcare setting. *Prerequisite(s): Core Requirements.*

**NURS 4012***Future Trends in Geriatric Nursing (2-2-3)*

This course focuses on the health care needs of the geriatric patient, the fastest growing population in the medical arena. Topics and clinical experiences will include the effects of aging on the human body, health maintenance needs, pharmacotherapy for the elderly, special needs for the cognitively impaired, and long-term care issues. *Prerequisite(s): Core Requirements and NURS 3000.*

**NURS 4950***Selected Topics (1-3 hrs)*

A study of concepts and principles in special topics related to the nursing profession and the health care environment. *Prerequisite(s): Permission by Instructor.*

**NURS 4960***Undergraduate Internship (1-3 hrs)*

Selected study in a field of nursing, with emphasis of practice in the clinical setting. *Prerequisite(s): Georgia Professional Nurse License.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

# PADM - Public Administration Courses

## **PADM 6000**

*Survey of Public Administration (3-0-3)*

This course is designed to introduce the MPA student to the intellectual tradition of the field of public administration. It will focus on theories, concepts and methods which have become associated with the discipline of public administration. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6020**

*GIS for Public Management (2-0-2)*

Introduces students to the use and application of Geographic Information Systems (GIS) in public organizations. The principal focus is on the use of GIS for planning and problem solving at the local government level. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6030**

*Grant Writing (1-0-1)*

Grants are an increasingly important source of funding for public and nonprofit organizations. This course is a skill-building course designed to prepare students to write grants. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6050**

*Constitutional and Administrative Law (3-0-3)*

The course explores the scope, nature and function of administrative law as it relates to the substantive, procedural and equal protection rights; as well as that law which a reasonably competent public official should know. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6100**

*Organization Theory and Behavior (3-0-3)*

Offers conceptual and practical perspectives for understanding and managing organizations. A spectrum of theories of organization will be examined. The concepts and issues to be discussed include mechanical and organismic aspects of organizations, organizational culture and politics, organizational psychodynamics, and recent theories of organizing including the use of networks and privatization. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6200**

*Human Resource Management (3-0-3)*

Introduces the student to personnel processes used in the public and nonprofit sector and the legal, political, social, and ethical issues affecting the management of human resources. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6250**

*Introduction to Urban Planning (3-0-3)*

This course introduces students to the legal bases and politics of planning, the tools of land-use planning, community development, transportation planning, economic development and growth management, and environmental and energy planning. Particular emphasis will be on the legal and technical aspects of planning in cities, counties, and metropolitan regions. The implications of citizen participation in planning for democracy and political processes will also be discussed. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6300**

*Public Budgeting (3-0-3)*

This course examines the institutions and techniques of modern financial administration in federal, state, and local government. The course introduces the terminology and processes of budgeting as well as teaches competence in analyzing budgetary problems and proposing solutions. The role of the budget as a tool in expressing priorities in policy choices is emphasized. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6301**

*Financial Management for Nonprofit Organizations (3-0-3)*

An overview of the financial issues, challenges and opportunities facing nonprofit managers. The course includes instruction in budgeting and financial management strategies appropriate for the nonprofit sector. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6302**

*Nonprofit Management (3-0-3)*

This course introduces students to the world of nonprofit management. It covers a broad spectrum of issues including creating a nonprofit, fundraising, recruitment and management of volunteers, the role of program evaluation, and the proper role of a board. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6350**

*Emergency Management (3-0-3)*

Introduces students to the discipline and profession of applying science, technology, planning and management to deal with disasters. Special emphasis on how local governments and agencies can mitigate, plan, respond and recover from disaster situations. *Prerequisite(s): Permission of the MPA Director.*

## **PADM 6351**

*Introduction to Homeland Security (3-0-3)*

Introduces students to the essential ideas in the emerging discipline of homeland security. Includes basic instruction on the strategy-making process, fear management, crisis communication, conventional and unconventional threats, civil liberties and security, the role of technology, and intelligence and information collection. *Prerequisite(s): None.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**PADM 6352***The Unconventional Threat (3-0-3)*

Provides an introduction to the operational and organizational dynamics of unconventional threats, particularly terrorism. Course addresses motivation, strategies and finance, the role of the media, and counterterrorism policies and strategies. *Prerequisite(s): None.*

**PADM 6353***Information Security Management (3-0-3)*

Overview of information security practice management. Topics include information systems security governance and management, risk management, information security program management, incident response management. *Prerequisite(s): Permission of the MPA Director.*

**PADM 6500***Research Methods in Public Administration (3-2-4)*

Introduces the student to the principles of designing research, defining and measuring variables and sampling, and the use of SPSS to analyze data. During this course, students will develop their capstone proposal. *Prerequisite(s): PADM 6600 and Permission of the MPA Director.*

**PADM 6550***Human Services Administration (3-0-3)*

This course is an in-depth consideration of human service agencies and organizations: staff, clients, structure, service delivery, and administration. A strong emphasis is given to developing knowledge and practice skills for interfacing with local regional agencies and resources. *Prerequisite(s): Permission of the MPA Director.*

**PADM 6600***Quantitative Methods (3-0-3)*

Introduces students to the quantitative methods used in the design and implementation of program evaluation and performance monitoring systems in the public and nonprofit sector. *Prerequisite(s): Permission of the MPA Director.*

**PADM 6650***Public Policy Analysis (3-0-3)*

Introduces students to basic economic theory on when government should intervene in markets, various methods of analyzing policy alternatives, and the social and political forces affecting public policy. *Prerequisite(s): Permission of the MPA Director.*

**PADM 6700***Urban Government Administration and Policy Analysis (3-0-3)*

This course focuses on providing a comprehensive understanding of the origin, development, and growth of urban government. Emphasis will be on alternative forms of urban governments, policymaking and implementation, budgeting and delivery of services. Case studies will be incorporated. *Prerequisite(s): Permission of the MPA Director.*

**PADM 6701***Comparative Public Administration (3-0-3)*

This course introduces students to the ways different nations, societies, and cultures approach designing and executing public programs and policy. Topics discussed include: the factors which influence the structure and working of public administration; control over bureaucracies, organizational design, representative bureaucracy; co-ordination and incentive systems; special types of bureaucrats and bureaucracies, and administrative reform. *Prerequisite(s): Permission of the MPA Director.*

**PADM 6750***Program Evaluation (3-0-3)*

Focuses on the design and implementation of program evaluation and performance monitoring systems for in-house and privatized public programs and services. *Prerequisite(s): PADM 6650 and PADM 6600 and permission of the MPA Director.*

**PADM 6900***Graduate Internship (3-0-3)*

*Prerequisite(s): Permission of the MPA Director.*

**PADM 6950***Selected Topics in Public Administration (3-0-3)*

This course title will be utilized as needed to create seminars around specialized topics as these issues become prominent on the current public policy agenda. *Prerequisite(s): Permission of the MPA Director.*

**PADM 7000***Directed Reading (3-0-3)*

This course is a problematically structured, individualized research project to be mutually designed by the instructor and student. *Prerequisite(s): Permission of the MPA Director.*

**PADM 7050***Capstone Project (2-0-2)*

This is a capstone paper in which the student demonstrates knowledge of public administration principles as applied in practice. *Prerequisite(s): Permission of the MPA Director.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

# PHIL - Philosophy Courses

## PHIL 1000

*Introduction to Philosophy (3-0-3)*

A critical analysis of the emergence of philosophy and its attempt to explain the meaningfulness of human experience in the world from ancient and modern. A grade of C or better is required for all majors and/or minors in Political Science. *Prerequisite(s): ENGL 1101 or permission of the instructor.*

## PHIL 3000

*Environmental Ethics (3-0-3)*

The course offers a philosophical account of the moral relationship between human beings and their natural environment with attention to animal interests and rights as well as our responsibilities to species and ecosystems. The course also investigates such environmental theories as deep ecology, social ecology and ecofeminism which attempt to explain the origins of environmental degradation. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 3002

*Ethical Theory (3-0-3)*

The course examines the major ethical theories and philosophers as represented in the virtue-ethics, utilitarian and deontological ethical traditions. The focus of the course will be on a critical examination of the rational basis of our moral duties and will raise questions about the status of moral beliefs and judgments. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 3005

*Philosophy of the Human Person (3-0-3)*

A critical inquiry into the questions of the human condition and the realms of experience that generate the framework for thinking and acting, such as myth/religion, knowledge, art, science and the ethical/political. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 3010

*Ancient Political Philosophy (3-0-3)*

A critical examination of ancient Greek political philosophy in the writings of Plato and Aristotle and their expressions of fundamental theoretical and practical approaches to political experiences of regime and citizenship. Their contemporary relevance will be scrutinized. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 3020

*Existentialism (3-0-3)*

In its search for meaning rather than truth, existential philosophy understands the human condition as individual choice in the pursuit of self-knowledge. Its discursive language includes vocabularies on love, belief, the other, responsibility, suffering, anxiety, despair, and death. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 3095

*Major Philosophers in History (3-0-3)*

To acquaint students with fundamental texts in philosophy. This course undertakes a critical reading of the work of one or two philosophers alternating ancient with modern in order to examine the meaning, language, and philosophical value of these texts. *May be repeated. Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 3601 / POLS 3601

*Modern Political Philosophy (3-0-3)*

The development of modern political ideas underlying democratic theory and liberalism as found in the works of Hobbes, Locke, Rousseau and Mill. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 3701 / POLS 3701

*Contemporary Political Philosophy (3-0-3)*

An analysis of political ideas, theories, ideologies, and issues as presented in the writings of contemporary thinkers.

## PHIL 4030

*Ancient Greek Philosophy (3-0-3)*

This course undertakes a critical study of the writings of Plato and Aristotle focusing on major teleological, ontological, and epistemological concepts such as Plato's forms and their ground in the "good" and Aristotle's "being" and its ground "presence." *Prerequisite(s): PHIL 1000 with a grade of C or better and permission of instructor.*

## PHIL 4031

*19th Century European Philosophy (3-0-3)*

A critical analysis of the major ideas and theories of significant 19th century European philosophers such as Hegel, Schopenhauer, Marx, Nietzsche and Kierkegaard. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 4032

*20th Century Philosophy (3-0-3)*

A study of selected philosophers and philosophical issues, problems, questions and schools of thought in the 20th century. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

## PHIL 4033

*17th and 18th Century Philosophy (3-0-3)*

A study of some of the significant thinkers from the early modern period of philosophy such as Descartes, Leibniz, Spinoza, Locke, Berkeley and Hume; selected topics include epistemology, philosophy of science, metaphysics and philosophy of mind. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**PHIL 4111 / ANTH 3861 / HIST 4111***History of World Religions (3-0-3)*

This is a survey course introducing the study of religion. The students will define what "religion" is, examine why so many people in the history of the world find religion important, and try to understand some of the major tenets of the religions of the world. This course is designed with the theme of ethics and morals as defined by cultures and religions around which many of the readings and discussions will take place. *Prerequisite(s): Junior or Senior standing or permission of instructor.*

**PHIL 4950***Selected Topics (3-0-3)*

An intensive study of a selected philosophical issue, problem or school of thought not addressed in the current curriculum. *Prerequisite(s): PHIL 1000 with a grade of C or better.*

**PHIL 4990***Undergraduate Research (3-0-3)*

Independent research that focuses on a particular philosophical theme or philosopher of the student's choice under the direction of the philosophy instructor. Emphasis will be on the development of sound philosophical ideas and approaches. *Prerequisite(s): PHIL 1000 and three additional philosophy courses with a grade of C. Chair and instructor's permission required.*

## PHSC - Physical Science Courses

**PHSC 1011***Physical Science (3-2-4)*

A survey of physics including motion and energy. May include heat, sound, light, electricity, magnetism, relativity, atoms and nuclei. Simple applications in problem solving. Credit may not be earned for both PHSC 1101 and PHSC 1100. *Prerequisite(s): Recommended but not required: MATH 1101 or MATH 1111.*

**PHSC 1100***Environmental Physical Science (3-2-4)*

A study of basic physics principles including momentum, force, motion, energy, electricity, magnetism, heat, and fluid motion. Specific focus will be on the application of those physics principles to environmental issues. Credit may not be earned for both PHSC 1100 and PHSC 1011. *Prerequisite(s): Recommended but not required: Math 1101 or MATH 1111.*

## PHYS - Physics Courses

**PHYS 1111***Introductory Physics I (3-2-4)*

A trigonometry-based study of mechanics, heat, waves and sound. Emphasis on problem solving. Credit may not be earned for both PHYS 1111 and PHYS 2211. *Prerequisite(s): MATH 1113 (C or better).*

**PHYS 1112***Introductory Physics II (3-2-4)*

A trigonometry-based study of electricity and magnetism, light, and modern physics. Emphasis on problem solving. Credit may not be earned for both PHYS 1112 and PHYS 2212. *Prerequisite(s): PHYS 1111 or 2211.*

**PHYS 1950***Selected Topics (V)*

Concepts/topics in special areas of physics. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

**PHYS 2211***Principles of Physics I (3-3-4)*

A calculus-based study of mechanics, heat, waves and sound. Emphasis on problem solving. Credit may not be earned for both PHYS 2211 and PHYS 1111. *Prerequisite(s): (Co-requisite) MATH 2012 concurrently.*

**PHYS 2212***Principles of Physics II (3-3-4)*

A calculus-based study of electricity and magnetism, light, and modern physics. Emphasis on problem solving. Credit may not be earned for both PHYS 2212 and PHYS 1112. *Prerequisite(s): PHYS 2211.*

**PHYS 2950***Selected Topics (V)*

Concepts/topics in special areas of physics. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

**PHYS 3011***Electronics I (2-4-4)*

Alternating current theory, filters, wave-shaping, power supplies, transistors, amplification, integration, feedback, operational amplifiers and their application. Applicable solid-state theory will also be discussed. *Prerequisite(s): PHYS 2212 (C or better)*

**PHYS 3012***Electronics II (2-4-4)*

Logic gates, multiplexing, flip-flops, counters, open collector and tri-state logic, analog-to-digital converters, data-logging systems. *Prerequisite(s): PHYS 3011 (C or better)*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**PHYS 3040***Advanced Optics (3-3-4)*

Geometric properties of light. Reflection and refraction at boundaries. Thin and thick lenses. Wave optics, diffraction and interference. Spectroscopy and absorption of light. Polarization. Modern optical techniques. *Prerequisite(s): PHYS 2212 (C or better)*

**PHYS 3250***Theoretical Mechanics (4-0-4)*

Newtonian mechanics. Particle kinematics and dynamics in two and three dimensions. System of particles. Simple, damped and forced harmonic motion. Rigid body motion. Vibrating systems. Lagrange's equations. Hamilton's equations. *Prerequisite(s): PHYS 2211 (C or better), MATH 3020.*

**PHYS 3260***Computational Physics (3-0-3)*

Introduction to computationally based problem solving in physics. Emphasis on understanding and applying various numerical algorithms to different types of physics problems. Topics will include realistic mechanical systems. Monte Carlo methods and time independent as well as time-dependent quantum physics problems. *Prerequisite(s): PHYS 2212 (C or better).*

**PHYS 3300***Modern Physics (3-0-3)*

Theory of Special Relativity. Quantum Physics: Blackbody radiation, Photoelectric effect, Compton effect, X-rays; Bohr model of the atom; wave properties of matter; the uncertainty principle. *Prerequisite(s): PHYS 2212 (C or better).*

**PHYS 4010***Advanced Laboratory (2-3-3)*

Experiments are conducted in various fields of physics including modern physics and optics. Evaluation, analysis and interpretation of experimental data is emphasized. *Prerequisite(s): PHYS 3300 (C or better) or permission of the instructor.*

**PHYS 4051***Electromagnetic Theory I (3-0-3)*

Vector analysis. Electrostatics and Gauss' law. Poisson's and Laplace's equations applied to Electrostatics problems. Electric fields, energy and potential. Dielectrics and electrical properties. Currents and magnetic fields. *Prerequisite(s): PHYS 2211 (C or better), MATH 3020.*

**PHYS 4052***Electromagnetic Theory II (3-0-3)*

Magnetization, magnetic fields and properties of matter. Electromagnetic induction. Maxwell's equations and applications. Electromagnetic radiation, propagation of electromagnetic waves in free space and in dielectric materials. *Prerequisite(s): PHYS 4051 (C or better), MATH 3020.*

**PHYS 4310***Thermal Physics (3-0-3)*

Thermodynamics and the relation between microscopic systems. Statistical descriptions of microscopic systems. Equilibrium, reversible processes, heat and temperature. Ideal gas, specific heats, expansion or compression, and entropy. Equipartition of energy. *Prerequisite(s): PHYS 2211 (C or better), MATH 3020.*

**PHYS 4530***Mathematical Methods of Physics (3-0-3)*

Apply mathematical techniques to specific physics problems. Vector theorems. Variational calculus. Special functions. Applications of partial differential equations and integral transforms to problems in physics. Complex variables. Tensors and eigenvalue problems. *Prerequisite(s): PHYS 2212 (C or better), MATH 3020.*

**PHYS 4600***Quantum Mechanics (3-0-3)*

Non-relativistic wave mechanical treatment of physical systems. Definition and interpretation of state functions; construction of wave packets; solutions of the Schrodinger equation for simple one-dimensional systems; the hydrogen atom; various approximation methods, including perturbation theory. *Prerequisite(s): PHYS 3300 (C or better), MATH 3020.*

**PHYS 4950***Selected Topics (V)*

Concepts/topics in special areas of physics. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

**PHYS 4960***Undergraduate Internship (V, 1 to 15)*

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta State University and the cooperating institution or agency. *Prerequisite(s): Permission of the instructor.*

**PHYS 4990***Undergraduate Research (V)*

Individual modern physics research. A minimum of three hours of laboratory work per week for each semester hour of credit. Report/thesis required. May be repeated for credit. *Prerequisite(s): Permission of the instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

## PLCP - Paralegal Courses

### PLCP 0081

#### *Introduction to Law*

3 hour institutional credit course in Paralegal Certificate Program. Recognition of legal issues; structure of the judicial system; fundamentals of legal practice and the role of the paralegal; introduction to methods and resources of legal research with outside research projects. *Prerequisite(s): Permission of the Paralegal Program Director.*

### PLCP 0082

#### *Civil Litigation*

3 hour institutional credit course in Paralegal Certificate Program. Introduction to basic principles of procedural discovery; practical considerations of pleadings; discovery and motions; pretrial preparation and trial procedures. *Prerequisite(s): PLCP 0081. Prerequisite(s): Permission of the Paralegal Program Director.*

### PLCP 0083

#### *Business Organizations/Corporations*

3 hour institutional credit course in Paralegal Certificate Program. This course will include instruction in practice of forming business corporations, partnerships, and sole proprietorships; maintenance of a business corporation's legal books and financial data; drafting employer-employee contracts and pension plans; application of state and federal laws and regulations to the respective business entities. *Prerequisite(s): PLCP 0081 and Permission of the Paralegal Program Director.*

### PLCP 0084

#### *Property and Estates*

3 hour institutional credit course in Paralegal Certificate Program. Introduction to two major areas of law. Part I will cover real estate. Part II will cover the preparation of wills and trusts. *Prerequisite(s): PLCP 0081 and Permission of the Paralegal Program Director.*

### PLCP 0085

#### *Criminal Law*

3 hour institutional credit course in Paralegal Certificate Program. Study of the criminal process and constitutional rights of the accused in context of hypothetical cases as the student receives direct training in client interviews; pretrial discovery and motions; trial preparation and plea bargaining. *Prerequisite(s): PLCP 0081 and Permission of the Paralegal Program Director.*

### PLCP 0086

#### *Advanced Legal Research*

3 hour institutional credit course in Paralegal Certificate Program. Research and preparation of legal memoranda, trial briefs and appellate briefs; introduction to computerized legal research. *Prerequisite(s): PLCP 0081 and Permission of the Paralegal Program Director.*

## POLS - Political Science Courses

### POLS 1101

#### *Introduction to American Government (3-0-3)*

An introductory course covering the essential facts of federal, state and local governments in the United States. A satisfactory grade will exempt a student from the requirement of passing an examination on the Constitution of the United States and the Constitution of Georgia before graduation.

### POLS 2000

#### *Society, Law and the Criminal (3-0-3)*

An introductory examination of the nature of crime, the consequences of crime for society, and an intensive examination and evaluation of the law as a social device for coping with crime. *Prerequisite(s): POLS 1101, grade of C or better.*

### POLS 2101

#### *Introduction to Political Science (3-0-3)*

This course is designed to provide a foundation for and a focus on the theories and language of the discipline and on political inquiry. *Prerequisite(s): POLS 1101, grade of C or better.*

### POLS 2401

#### *Introduction to Global Issues (3-0-3)*

A course that focuses on major global issues and problems. *Prerequisite(s): POLS 1101, grade of C or better.*

### POLS 3000

#### *State and Local Government (3-0-3)*

A detailed study of the basic forms of organization functions and operations of sub-national governments in the United States. Special attention will be given to problems of urban, suburban and metropolitan areas including interest groups, power structures and voting behavior. *Prerequisite(s): POLS 1101, grade of C or better.*

### POLS 3100

#### *Introduction to the European Union (3-0-3)*

The course outlines the historical origin and development of the EU, its institutions, processes, their structures and functions. The course also examines current EU policies and issues. *Prerequisite(s): POLS 1101, grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**POLS 3101***Comparative European Governments (3-0-3)*

This course describes and analyzes the major political systems in Western Europe. It includes France, Germany, Italy and Great Britain. It compares and contrasts the constitutions of these four countries and their political and economic developments after the Second World War. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 3201***Government and Politics of Post-Communist Russia (3-0-3)*

A study emphasizing how the new Commonwealth of the Independent States is governed; economic, political, and social change following the dissolution of the Soviet Union, and the most pressing issues confronting the former Soviet states. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 3301***Judicial Process (3-0-3)*

An introduction to the three major areas of law, civil, criminal and administrative, their institutions and functions. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 3302***Judicial Process II (3-0-3)*

An examination of judicial decision making in contemporary American political life. This course presents a detailed analysis of Courts, Judges, Legal Reasoning, Philosophy, and the politics of Law. *Prerequisite(s): POLS 1101.*

**POLS 3401***The American Presidency (3-0-3)*

A detailed study of the American presidency, considering its constitutional basis, selection process, contemporary roles, and relationships with other elements of the political system. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 3501***Ancient Political Thought (3-0-3)*

A critical examination of ancient Greek political philosophy in the writings of Plato and Aristotle and their expressions of fundamental theoretical and practical approaches to political experiences of regime and citizenship. Their contemporary relevance will be scrutinized. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 3601 / PHIL 3601***Modern Political Thought (3-0-3)*

The development of modern political ideas underlying democratic theory and liberalism as found in the works of Hobbes, Locke, Rousseau and Mill. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 3701 / PHIL 3701***Contemporary Political Thought (3-0-3)*

An analysis of political ideas, theories, ideologies, and issues as presented in the writings of contemporary thinkers.

**POLS 3800***Introduction to Political Research (3-0-3)*

Introduces students to the principles of designing research, defining and measuring variables, sampling, and data collection. Emphasis is placed on the scientific study of political behavior. *Prerequisite(s): POLS 1101, 2101, and MATH 2210.*

**POLS 3801***International Relations Theory (3-0-3)*

The course is designed to survey the major theories which serve as models for understanding and analyzing the political processes of the international system, to guide students through the best in theory and to trace the development of international relations as a field of systematic study. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 3901***Electoral Behavior and Political Parties (3-0-3)*

A course in campaign strategies, tactics and financing, political polling, voter behavior, political parties, and how elections are conducted within the context of the current election year in the United States. *Prerequisite(s): POLS 1101, grade of C or better*

**POLS 4101 / 6101***State Government (3-0-3)*

A broad based approach to organizational forms, functions and procedures of state governments. Emphasis is placed on the government and constitution of Georgia. Regional and state infrastructures are also covered. Successful completion of the course satisfies the Georgia Constitution requirement. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4201 / 6201***Urban Policy Analysis (3-0-3)*

The origin, development and growth of local government forms. Policy making process and governmental reorganization will be stressed. Emphasis will also be placed on urban redevelopment and infrastructure. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4301 / 6301***Principles of Public Administration (3-0-3)*

The course describes the general principles, problems and practices of public administration, emphasizing governmental process in the executive branch. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**POLS 4302 / 6302***Political Economy (3-0-3)*

Introduces students to the study of the relationship between government and economic institutions, and how the political environment and institutions affect market behavior. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4303 / 6303***Public Budgeting (3-0-3)*

Introduces students to the institutions and techniques of financial administration in federal, state, and local government. The role of the budget as a tool in expressing political priorities is emphasized. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4304 / 6304***Public Human Resource Management (3-0-3)*

Introduces students to the personnel practices and processes in federal, state, and local governments. Legal, political, social and ethical issues in personnel management will be addressed. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4401 / 6401***Government Organization and Administrative Theory (3-0-3)*

A systematic analysis of major theories of organization, management, and administration in the Public Sector. Emphasis will be placed on the formal scientific management school and the less formal Human Relations approach. Organization processes, environments, and effectiveness will be analyzed. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4501 / 6501***Constitutional Law: Distribution of Power (3-0-3)*

The role of the Supreme Court as arbiter of separation of powers and federalism, as well as the interplay of political, social, and economic forces. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4601 / 6601***Constitutional Law: Civil Liberties (3-0-3)*

A study of the constitutional protection of civil liberties in the U.S., emphasizing freedom of expression, religious freedom, and the nationalization of the Bill of Rights. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4701 / 6701***Governments of Developing Nations (3-0-3)*

Focuses on the concepts of political stability, conflict, revolution, nationalism, hyper-disintegration, economic development and modernization. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4801 / 6801***Government and Politics of China (3-0-3)*

A basic overview of the institutions and processes in the Chinese political system. A rather elaborate treatment of current events in China intended to provide the student with an up-to-date, accurate, and meaningful interpretation of Chinese Communist politics. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4902 / 6902***World Politics (3-0-3)*

A comprehensive study of the international political system, concentrating on the environmental factors, theories of international relations, the nation state and nationalism, international conflict, international cooperation, transnational institutions, balance of power and collective security, military strategy, the role of diplomacy, the dynamics of national foreign policy, the role of nuclear weapons in world politics, and other contemporary problems. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4903 / 6903***International Law and Organization (3-0-3)*

A survey of the sources and types of international law: the law of peace, the law of conflict, the law of neutrality; the antecedents of the United Nations; the United Nations and its specialized agencies; regional organizations and international integration. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4904 / 6904***Politics of Latin America (3-0-3)*

This course is designed to provide students with an overview of the political systems of Latin American countries. It describes the various political experiences among Latin American nations and compares and contrasts their constitutions. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4905 / 6905***United States Foreign Policy (3-0-3)*

This course is the study of the system of activities developed by elites for modifying the behavior of other elites and systems and for adjusting their own activities to the international environment. Special attention is paid to two types of activities: the inputs and the outputs produced. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**POLS 4906 / 6906***International Terrorism (3-0-3)*

This course will introduce students to the phenomenon of international terrorism. The course will examine the meaning and uses of terrorism and different interpretations used by different countries, peoples and governments. Students will be introduced to various theories explaining the phenomenon as well as to actual case studies of terrorist events. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4950 / 6950***Political Science Selected Topics (3-0-3)*

Designed primarily for students who wish to pursue an in-depth study of a specialized area in Political Science. May be taken for graduate credit within the prescribed limits and with the chair's approval. *Prerequisite(s): POLS 1101, grade of C or better.*

**POLS 4960 / 6960***Undergraduate Internship (3-0-3)*

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta State University and the cooperating institution or agency. *Prerequisite(s): POLS 1101, grade of C or better. Junior status, GPA 3.00 or higher and Permission of Instructor.*

## PSYC - Psychology Courses

**PSYC 1101***Introduction to General Psychology (2-2-3)*

An introduction to the full breadth of the science and practice of psychology including such topics as research methodology, sensation and perception, states of consciousness, learning and memory, cognition, emotion and motivation, life-span development, personality, deviance, therapy, and social psychology.

**PSYC 1103***Introduction to the Behavioral and Social Sciences (3-0-3)*

An interdisciplinary introduction to methods and concepts in the behavioral and social sciences of anthropology, economics, psychology, sociology and others. Emphasis is placed on integrating the perspectives of different disciplines in understanding and explaining human behavior and social order. (Cross-listed by participating departments)

**PSYC 1105***Honors Seminar in Psychology (2-2-3)*

An in-depth study of selected psychological topics for selected students. The course will include hands-on experience, and will emphasize critical examination of evidence, understanding contemporary applications of basic behavioral science, and appreciation of the breadth of the discipline of psychology. *Prerequisite(s): Permission of instructor.*

**PSYC 2101***Introduction to the Psychology of Adjustment (3-0-3)*

An examination of applied psychological theory and research as related to self exploration, enhancement of mental health and well being, and prevention of behavioral and mental disorders. Topics will include values development, conflict resolution, lifestyle management, anxiety and stress, and effective interpersonal communication.

**PSYC 2103***Introduction to Human Development (3-0-3)*

The study of behavioral, cognitive, emotional and psychosocial changes across the life span. Major developmental theories and research will be examined. Note: This course is intended primarily for nursing and allied health majors. For more detailed coverage of developmental topics, the student may wish to consider PSYC 3131 and/or PSYC 3133.

**PSYC 2150***Introduction to Human Diversity (3-0-3)*

An examination of a variety of gender, age, racial, ethnic and cultural issues from a psychological and, to a lesser extent, biological perspective, especially as these influence individual development. Emphasis will be placed on historical trends, communication, critical thinking, and healthy functioning in an increasingly diverse world.

**PSYC 3121***Quantitative Methods (3-2-4)*

A study of parametric and nonparametric statistics used in correlational and experimental designs in psychological research, including computer applications. This course is a prerequisite to PSYC 3122, Research Methods, and to all 4000-level PSYC courses. *Prerequisite or Corequisite: PSYC 3190. Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better, and MATH 1101 or MATH 1111.*

**PSYC 3122***Research Methods (3-2-4)*

A survey of correlational and experimental research methods used in psychology. Students will use scientific methods in conducting research projects and will write reports using APA style. This course is a prerequisite to all 4000-level PSYC courses. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 and PSYC 3121. MATH 2210 or MATH 2310 may be used with permission of instructor. C or better required in all prerequisites.*

**PSYC 3131***Child and Adolescent Development (3-0-3)*

A study of behavioral, emotional, cognitive, and maturational changes from conception through adolescence. Developmental theories and research are presented with emphasis on applying concepts to life experience. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 a C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**PSYC 3133***Adult Development and Aging (3-0-3)*

A study of physical, emotional, cognitive, behavioral, and psychosocial changes occurring from young adulthood to old age. Focus is placed on topics such as preventive health measures, relationships, work and retirement, and death and dying issues. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 3140***Theories of Personality (3-0-3)*

A survey of major theories of personality along with primary research on the biological, sociocultural and psychological foundations of personality. Emphasis will be placed on the integrated aspects of personality. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 3143***Abnormal Psychology (3-0-3)*

The study of various forms of maladaptive behaviors and intellectual deficits with focus upon terminology and classification systems, etiology, and recognition of primary symptoms. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a grade of C or better.*

**PSYC 3155 / WMST 3155***Psychology of Gender (3-0-3)*

This course will study the construct of gender and how it has been analyzed and investigated in psychology. A multi-cultural perspective will be adopted to examine historical and contemporary theories related to gender psychology. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 3160***Sensation and Perception (2-2-3)*

A study of the biological and psychological processes that govern encoding and storage of sensory information and the construction of individual perceptions of reality, and how these impact such things as deviance, consumer preferences, art appreciation, conflict resolution and problem solving. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 3165***Cognitive Psychology (2-2-3)*

This course will examine the scientific study of human mental processes, including language, memory, problem solving, and attention. The course will include a survey of historical and current models of thought processes. *Prerequisite(s): PSYC 1101 with a C or better.*

**PSYC 3170***Consumer Behavior (3-0-3)*

A survey of the role of psychological, social, cultural, economic, demographic, and strategic marketing factors on the consumer behavior of individuals and groups. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 3180***Drugs and Behavior (3-0-3)*

An introduction to psychopharmacology in its broadest sense, including drug-taking relationships with sociocultural and economic factors, mechanisms of drug action, drug classifications, psychological effects of drugs, abuse and addiction, and psychotherapeutic drugs. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 3183***Health Psychology (3-0-3)*

A survey of the scientific and clinical study of behavior as it relates to wellness, disease, disease prevention, and rehabilitation. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 3188***Human Sexuality (3-0-3)*

This course will provide an overview of sexual development along with the biological, sociocultural, and psychological influences on sexuality and sexual behavior. Sexual dysfunctions, deviations, and victims of sexual assault will also be discussed. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 3190***Psychological Careers (1-0-1)*

An examination of career opportunities for persons majoring in psychology. Topics will include course selections for distinctive career goals, preparing oneself for graduate school and/or employment, and projected job opportunities in psychology. *Prerequisite(s): PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.*

**PSYC 4115***History and Systems of Psychology (3-0-3)*

The scientific and philosophic antecedents and trends influencing psychology and the development of its principal theoretical schools. Emphasis will be placed on understanding current trends from an historical perspective. *Prerequisite(s): PSYC 3122 with a C or better.*

**PSYC 4125***Psychological Tests and Measurement (3-0-3)*

Construction and characteristics of tests and measurement scales, including standardization, reliability and validity. The course will include a survey of individual and group tests used in various psychological, educational, business and clinical settings. *Prerequisite(s): PSYC 3122 with a C or better.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**PSYC 4145***Clinical Psychology (3-0-3)*

A critical examination of psychological and biological/medical interventions with disturbed individuals, principally to compare various diagnostic approaches and major psychotherapeutic models. *Prerequisite(s): PSYC 3122 and PSYC 3143, with a C or better.*

**PSYC 4165***Learning Principles and Applications (2-2-3)*

The course will focus on the theory and methods of empirically derived principles of conditioning and learning on human and animal subjects. *Prerequisite(s): PSYC 3122 with a grade of C or better.*

**PSYC 4173***Social Psychology (3-0-3)*

A survey of social influences on individual and group behavior. Special topics will include attitude formation and change, social perception and attribution processes, interpersonal attraction, aggression, altruism, social influence, and group dynamics. *Prerequisite(s): PSYC 3122 with a grade of C or better.*

**PSYC 4178***Industrial-Organizational Psychology (3-0-3)*

A survey of psychology as applied to the workplace. Topics include personnel selection, training, evaluation, motivation, leadership, and organizational development. *Prerequisite(s): PSYC 3122 with a C or better.*

**PSYC 4180***Biological Psychology (2-2-3)*

An examination of the biological bases of behavior and mental processes to include learning, perception, emotion, cognition, personality and deviance. *Prerequisite(s): PSYC 3122 with a C or better.*

**PSYC 4185***Animal Behavior (3-0-3)*

A study of the factors influencing the behavior of species across the phyletic scale. Emphasis is on inter-species comparison and the understanding of human behavior in terms of evolutionary antecedents. *Prerequisite(s): PSYC 3122 with a C or better.*

**PSYC 4950***Selected Topics (Var)*

An intensive study, either in a special classroom course or on an individual (but supervised) basis, of a selected psychological area not addressed in the current curriculum. *Prerequisite(s): PSYC 3122 with a grade of C or better and prior permission of the instructor who may establish additional prerequisites.*

**PSYC 4960***Undergraduate Internship (Var)*

Supervised field experience in a variety of cooperating community institutions or agencies. Registration requires advanced planning with the Director of Undergraduate Internships. *Prerequisite(s): PSYC 3122 with a C or better, senior standing, and prior permission.*

**PSYC 4990***Undergraduate Research (Var)*

Supervised research on a psychological topic of interest to the student and supervisor. Advanced planning is required since activities must be approved by ethics committees of ASU and any host agency. *Prerequisite(s): PSYC 3122 with a C or better, senior standing, and prior permission of faculty sponsor.*

**PSYC 6115***History and Systems of Psychology (3-0-3)*

The scientific and philosophical antecedents influencing psychology, and the development of psychology's principal theoretical schools. Emphasis will be placed on understanding current trends from an historical perspective.

**PSYC 6121***Research Methods I (3-0-3)*

This course covers theory and application of experimental design in psychology. Topics include but are not limited to controlling confounding variables, hypothesis testing, APA style guidelines, and univariate statistics. The use of computers in psychological research will also be covered.

**PSYC 6122***Research Methods II (3-0-3)*

A continuation of PSYC 6121. Focus is placed on correlational and multivariate analyses and designs. Other topics include qualitative analyses, research ethics, and APA style guidelines. Computer application of course material will be emphasized. *Prerequisite(s): PSYC 6121, with a C or better.*

**PSYC 6125***Tests and Measurement (3-0-3)*

Construction and characteristics of tests and measurement scales; survey of individual and group tests in psychological, educational, and clinical settings.

**PSYC 6126***Psychological Assessment I (2-2-3)*

Review of measurement theory and supervised practice in the administration and interpretation of individual psychological tests, with an emphasis on tests of intellectual and cognitive functioning and on report writing. Course involves both theory and application. The current Diagnostic and Statistical Manual is used as a reference for diagnosis of mental retardation and learning disabilities.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**PSYC 6127***Psychological Assessment II (2-2-3)*

Administration and interpretation of projective instruments and the Minnesota Multiphasic Personality Inventory with emphasis on diagnosis, using the current Diagnostic and Statistical Manual. *Prerequisite(s): PSYC 6143 and PSYC 6126 each with a grade of C or better.*

**PSYC 6130***Developmental Psychology (3-0-3)*

A study of biological, cognitive, psychosocial and ecological changes in life span development. The evolution of developmental theory is examined with emphasis on current research in the field.

**PSYC 6140***Personality (3-0-3)*

The study of dispositional, biological, psychoanalytic, learning, phenomenological and cognitive perspectives to personality. Emphasis is placed on critiques of various perspectives using contemporary research.

**PSYC 6143***Behavior Pathology (3-0-3)*

The study of the etiology, explanatory models, and terminology associated with diagnosis of disorders described in the current Diagnostic and Statistical Manual. Students will have extensive practice at diagnosing from video clips and written case studies. *Prerequisite(s): Undergraduate course in abnormal psychology with a grade of C or better.*

**PSYC 6145***Therapeutic Interventions in Clinical and Counseling Psychology I (2-2-3)*

A critical comparison of therapeutic approaches to behavior disorders and problems of daily living, including psychodynamic behavioral, humanistic and cognitive-behavioral models. Practical training in interviewing and therapy is provided. *Prerequisite(s): PSYC 6143, with a C or better.*

**PSYC 6146***Therapeutic Interventions in Clinical and Counseling Psychology II (2-2-3)*

A continuation of PSYC 6145, with critical comparison of therapeutic approaches to behavior disorders and problems of daily living, including psychodynamic behavioral, humanistic and cognitive-behavioral models. Practical training in interviewing and therapy is provided. *Prerequisite(s): PSYC 6143 and PSYC 6145, each with a C or better.*

**PSYC 6147***Seminar in Group Process (2-2-3)*

The application of psychotherapeutic and counseling theory to group intervention. Group interactions are used to explore feelings, attitudes, cognition, and interpersonal impact upon others. Techniques of group facilitation and personal exploration are emphasized.

**PSYC 6148***Marriage and Couples Therapy (3-0-3)*

An introduction to the premier psychological approaches to therapy with couples. Various theoretical perspectives and their clinical application will be explored, including those of the psychoanalytic, experiential, behavioral, and family systems traditions. Ethical considerations specific to couples therapy are also explored.

**PSYC 6150***Human Diversity (3-0-3)*

The study of several broad areas of diversity, including race, gender, ethnicity, sexual orientation, age and disability. Empirical literature is critically examined with respect to such issues as the effects of experimenter bias. Implications for counseling and therapy with diverse groups are addressed.

**PSYC 6165***Learning Principles and Applications (3-0-3)*

The course will focus on the theory and methods of empirically derived principles of conditioning and learning on human and animal subjects. Special attention will be given to clinical and personal applications of the material.

**PSYC 6173***Social Psychology and Human Diversity (3-0-3)*

An advanced survey of the traditional areas of research in social psychology including social cognition, the self, attitudes, social influence, prejudice, prosocial behavior, aggression and groups. Emphasis will be placed on relationship of diversity (e.g., gender, ethnicity, sexual orientation, religion, disability) with these topic areas.

**PSYC 6178***Industrial-Organizational Psychology (3-0-3)*

A survey of psychology as applied to work in industrial and organizational settings. Special topics will include personnel selection, training and evaluation, human factors in performance, environmental influences, goal setting and job design, work motivation, job satisfaction, leadership, and organizational structure and change.

**PSYC 6181***Behavioral Neuroscience (3-0-3)*

Consideration of the biological bases of behavior, particularly the role of forebrain structures. Clinical neuropsychology will receive special focus. An undergraduate course in biological psychology is recommended but not required.

**PSYC 6182***Clinical and Addictive Psychopharmacology (3-0-3)*

A critical examination of contemporary chemical-based therapies for psychological disorders; and a survey of the theoretical, etiological and treatment aspects of drug abuse and (especially) drug addiction. Undergraduate preparation in biological psychology and/or psychopharmacology is preferred but not required.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**PSYC 6190***Professional and Ethical Foundations of Psychology (3-0-3)*

Professional issues, including the fundamental perspectives and knowledge base of the discipline, are addressed, with emphasis placed on ethical standards in the science and practice of psychology.

**PSYC 6921***Research Methods Lab I (0-2-1)*

Designed to be taken concurrently with PSYC 6121 Research Methods I. Provides in-depth experience with design of independent research projects. Other topics include writing APA style manuscripts and statistical analysis using computer software. *Prerequisite(s): none.*

**PSYC 6922***Research Methods Lab II (0-2-1)*

Designed to be taken concurrently with PSYC 6122 Research Methods II. Provides in-depth experience with data collection and analysis of independent research projects. Other topics include writing APA style manuscripts and statistical analysis using computer software. *Prerequisite(s): PSYC 6921 with a B or better.*

**PSYC 6926***Psychological Assessment Practicum I (0-2-1)*

Designed to be taken concurrently with PSYC 6126 Psychological Assessment I. Provides in-depth supervised experience with administration, scoring, and summarizing the results of cognitive assessments applicable to professional psychology. *Prerequisite(s): none.*

**PSYC 6927***Psychological Assessment Practicum II (0-2-1)*

Designed to be taken concurrently with PSYC 6127 Psychological Assessment II. Provides in-depth supervised experience with administration, scoring, and summarizing the results of personality assessments applicable to professional psychology. *Prerequisite(s): PSYC 6926 with a B or better.*

**PSYC 6930***Research Practicum I (3-0-3)*

In-depth research experience under the supervision of a faculty member. Readings will focus on research ethics and diversity issues in psychological science. *Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.*

**PSYC 6931***Research Practicum II (3-0-3)*

In-depth research experience under the supervision of a faculty member. An emphasis will be placed on writing, professional issues, and philosophy of science. *Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.*

**PSYC 6940***Industrial/Organizational Internship (Var)*

Individually supervised field work in the area of human resources or industrial/organizational psychology in an applied setting relevant to the student's professional goals. In order to enroll in an Industrial/Organizational Internship, students must have completed PSYC 6121 Research Methods I and PSYC 6122 Research Methods II, each with a B or better and PSYC 6178 Industrial-Organizational Psychology with a C or better. In addition, students must have completed 18 graduate hours with a B average or better and have the approval of their academic advisor. May be repeated for credit.

**PSYC 6945***Therapeutic Interventions Practicum I (0-2-1)*

Designed to be take concurrently with PSYC 6145 Therapeutic Interventions I. Provides in-depth supervised experience with individual psychotherapy. Topics include initial interview and assessments, therapy micro skills, and therapeutic techniques to include humanistic, gestalt, behavioral, and cognitive modalities. *Prerequisite(s): none.*

**PSYC 6946***Therapeutic Interventions Practicum II (0-2-1)*

Designed to be take concurrently with PSYC 6146 Therapeutic Interventions II. Provides in-depth supervised experience with individual psychotherapy. Topics include initial interview and assessments, therapy micro skills, and empirically based therapy techniques. *Prerequisite(s): PSYC 6945 with a B or better.*

**PSYC 6950***Special Topics (Var)*

Supervised independent study or seminars on topics chosen to meet the needs and interests of graduate students which make use of the expertise of the faculty and consultants. May be repeated for credit. *Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.*

**PSYC 6960***Clinical Internship (Var)*

Individually supervised clinical or counseling field work in an applied setting relevant to the student's professional goals. In order to enroll in a Clinical Internship, students must have completed PSYC 6190 Professional and Ethical Foundations with a B or better. In addition, the following courses must be completed with a C or better: PSYC 6126 Psychological Assessment I; PSYC 6127 Psychological Assessment II; and PSYC 6143 Behavior Pathology. Students are strongly encouraged to complete PSYC 6147 Seminar in Group Processes, PSYC 6145 Therapeutic Interventions in Clinical and Counseling Psychology I, and PSYC 6146 Therapeutic Interventions in Clinical and Counseling II either before or concurrent with the applied internship. Students must have completed 18 graduate hours with a B average or better and have the approval of their academic advisor. May be repeated for credit.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**PSYC 6970***Teaching Internship (Var)*

Individually supervised field work in a teaching or educational setting relevant to the student's professional goals. In order to enroll in a Teaching Internship, students must have completed PSYC 6190 Professional and Ethical Foundations with a B or better. In addition, students must have completed 18 graduate hours with a B average or better and have the approval of their academic advisor. May be repeated for credit.

**PSYC 6980***Research Internship (Var)*

Individually supervised fieldwork of a research nature relevant to the student's professional goals. In order to enroll in a Research Internship, students must have completed PSYC 6121 Research Methods I, PSYC 6122 Research Methods II, and PSYC 6190 Professional and Ethical Foundations with a B or better. In addition, students must have completed 18 graduate hours with a B average or better and have the approval of their academic advisor. May be repeated for credit.

**PSYC 6990***Thesis Research (Var)*

The thesis is an independent research project conducted under the supervision of a faculty supervisor. All students pursuing the thesis option must complete a thesis proposal before data collection and defend their completed thesis to a faculty committee. Most thesis students will enroll in PSYC 6990 during the semester they write their thesis proposal and again during the semester they collect data and finish writing the thesis. May be repeated for credit. Only six hours of credit count toward the Master in Science degree. *Prerequisite(s): Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the thesis option on the student's plan of study.*

**PSYC 6995***Independent Research*

Independent research conducted under the supervision of a faculty supervisor. May be repeated for Credit. *Prerequisite(s): completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's faculty advisor.*

## QUAN - Management Science Courses

**Note: in order to enroll in any QUAN course numbered 3000-4950, a student must be accepted into the James M. Hull College of Business (see p. 162) and meet the listed prerequisites for the class.**

**QUAN 3600***Operations Management (3-0-3)*

TQM philosophy and tools provide a course foundation, and standard operations environments (just-in-time control, materials planning, scheduling), and methods (forecasting, decision analysis, decision theory) for managing business operations. *Prerequisite(s): 50 semester hours including C's or better in MATH 3110 and also in 12 hours of BBA Core Area F including MINF 2201.*

**QUAN 4620***Spreadsheet Modeling and Decision Analysis (3-0-3)*

Will use visual techniques to understand, document and communicate business models, and then apply information technology to the modeling process for business decisions in accounting, management, operations, finance, and marketing. *Prerequisite(s): 50 semester hours including C's or better in MATH 3110 and also in 12 hours of BBA Core Area F including MINF 2201.*

**QUAN 6600***Applied Business Research (3-0-3)*

This course will help students sharpen critical thinking skills by applying scientific methods to help them make informed business decisions. Topics include research design; sampling; data collection, analysis and interpretation; report preparation; and ethics of business research. To be taken early in the program. *Prerequisite(s): Graduate (MBA) status and MATH 3110 or equivalent.*

**QUAN 6610***Designing, Managing, and Improving Operations (3-0-3)*

This course provides students with quantitative tools to solve business problems. They will learn how to use the best available data to generate optimum solutions. Optimization, experiment design, and statistical quality control are covered. *Prerequisite(s): Graduate (MBA) status and MATH 3110 or equivalent.*

**QUAN 6950***Current Issues in Management Science (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisite(s): Graduate (MBA) student status and MATH 3110 or equivalent.*

## READ - Developmental Reading Courses

**READ 0090***Developmental Reading ESL I (3-0-3)*

Designed for the non-native speaker of English, this course provides instruction in the fundamental reading skills necessary for improved reading comprehension and general English vocabulary development and acquisition. Supervised multi-media activities geared toward individual linguistic needs are included. Co-enrollment in ENGL 0090 is required. Credit for this

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): TOEFL Score of 500-549 (Computer-based TOEFL Score of 173-212).*

**READ 0091**

*Developmental Reading ESL II (3-0-3)*

Designed for the non-native speaker of English, this is a diagnostic and prescriptive reading course designed to meet the linguistic needs of the ESL student. Emphasis is on vocabulary development and literal and critical reading skills. Supervised multi-media activities geared toward the individual linguistic needs of the student are included. Co-enrollment in ENGL 0091 is required. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): ENGL 0090 and READ 0090 or TOEFL Score of 550-599 (Computer-based TOEFL Score of 213-249).*

**READ 0097**

*Developmental Reading I (5-0-5)*

This is a basic reading course designed to meet the needs of students with deficiencies in basic reading and study skills. Emphasis is on the fundamental reading skills necessary to improve general reading comprehension and to succeed in learning from textbooks in regular credit courses. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): Reading Compass Placement Score of  $\leq$  67.*

**READ 0099**

*Developmental Reading II (3-0-3)*

This is a diagnostic and individualized reading course designed to meet the needs of students with deficiencies in reading and study skills. Emphasis is on vocabulary development and literal and critical reading skills. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite(s): READ 0097 or Reading Compass Score of 68-77.*

## **RGTR – Regents’ Test**

**RGTR 0198**

*Regents’ Reading Skills (3-0-3)*

The Regents’ Reading Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in reading comprehension. Students work on improving their comprehension of material drawn from a variety of subject areas (social science, natural science, and humanities) with various modes of discourse (exposition, narration, and argumentation). Critical thinking and the following four major aspects of reading are emphasized: vocabulary in context, inferential and literal comprehension, and analysis.

**RGTE 0199**

*Regents’ Writing Skills (3-0-3)*

The Regents’ Writing Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in writing. Students learn to evaluate their own writing strengths and weaknesses and work on improving their writing skills so that they are able to write an essay meeting the Regents’ criteria.

## **SABR - Studies Abroad Courses**

Augusta State University offers study abroad opportunities in a wide variety of countries and disciplines. All study abroad courses taught by Augusta State University professors, regardless of discipline or level of study, are listed as SABR courses for purposes of registration and administration. Courses listed as SABR will appear on the students’ transcripts with this prefix and full course titles. Course reference numbers necessary for registration are provided to students after they have been accepted into a study abroad program.

Courses taught by professors from other universities in the University System of Georgia (USG) will be listed as SABS. All USG study abroad courses not originating at ASU, regardless of discipline or level of study, will be listed in the course schedule as SABS courses for the purpose of registration and administration. Courses listed as SABS will appear on the students’ transcripts with this prefix and the full title of the course. Students are required to clarify how this credit will be transferred to their degree plan in the department where they are seeking credit by meeting with the appropriate department chair, and students are encouraged to do so before the program starts. Departments have the authority to determine how and if the SABS credit will be transferred.

**SABR 1930**

*Studies Abroad (Variable)*

Lower level study abroad course denoting freshman level work. *Prerequisite(s): Varies with discipline and subject.*

**SABR 2001**

*Studies Abroad in Humanities: Archaic to Renaissance (3-V-3)*

This course provides a historical review of Western art, music and literature from the Ancient Greeks through the Renaissance. This course is a study abroad course and requires (1) attendance at appropriate musical events; (2) systematic on-site study of art works in museums, collections, churches and architectural sites in various foreign cities; (3) study of a significant number of literary works; (4) an interdisciplinary essay, with a copy to be filed with the ASU Director of Humanities; (5) factual exams over study questions covering Western art, music, and literature of the period. Students who wish credit toward areas B or C of

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



the core must get written prior approval from two of the four following individuals: Chair of EFL; Chair of Art; Chair of Music; the Director of Humanities. The course may be taken only once for credit toward areas B or C of the core. Students who receive credit for SABR 2001 can not receive credit for SABR 2002. Students who have completed HUMN 2001 and HUMN 2002 cannot receive credit for SABR 2001. *Prerequisite(s): ENGL 1101 or ENGL 1113.*

**SABR 2002**

*Studies Abroad in Humanities: Baroque to Modern (3-V-3)*

This course provides a historical review of Western art, music and literature from the Baroque era through the Twentieth century. This course is a study abroad course and requires (1) attendance at appropriate musical events; (2) systematic on-site study of art works in museums, collections, churches and architectural sites in various foreign cities; (3) study of a significant number of literary works; (4) an interdisciplinary essay, with a copy to be filed with the ASU Director of Humanities; (5) factual exams over study questions covering Western art, music, and literature of the period. Students who want credit toward areas B or C of the core must get written prior approval from two of the four following individuals: Chair of EFL; Chair of Art; Chair of Music; the Director of Humanities. The course may be taken only once for credit toward areas B or C of the core. Students who receive credit for SABR 2001 can not receive credit for SABR 2002. Students who have completed HUMN 2001 and HUMN 2002 cannot receive credit for SABR 2001. *Prerequisite(s): ENGL 1102 or ENGL 1114.*

**SABR 2930**

*Studies Abroad (Variable)*

Lower level study abroad course denoting sophomore level work. *Prerequisite: Varies with discipline and subject.*

**SABR 3930**

*Studies Abroad (Variable)*

Intermediate level study abroad course denoting junior level work. *Prerequisite: Varies with discipline and subject.*

**SABR 4930**

*Studies Abroad (Variable)*

Upper level study abroad course denoting senior level work. *Prerequisite: Varies with discipline and subject.*

**SABR 6930**

*Studies Abroad (Variable)*

Graduate level study abroad course. *Prerequisite: Varies with discipline and subject.*

## SCED - Secondary Education Courses

**SCED 4101** *Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management (2-2-3)*

Using knowledge bases derived from educational research and learning theory relevant to adolescents, students will study the characteristics of secondary school learners and the principles of educational psychology that inform our understanding of these learners. The course will examine that population in terms of multiculturalism and special needs; it will explore the implications of these learner characteristics for curriculum, instruction, and assessment. *Prerequisite(s): Admission to teacher education.*

**SCED 4102**

*Secondary School Context and Curriculum Coherence and Classroom Management (2-2-3)*

Using language bases derived from educational research, from state, national, and local curriculum standards, and from secondary school effective practices, students will examine the secondary school curriculum in terms of the connections that exist among the subject area disciplines and in terms of the strategies that secondary school teachers and learners use (including models of teaching, critical thinking techniques, and approaches to content area reading). Students will examine the secondary school in its historical and political context as well as in relation to pertinent philosophical issues. Students will examine multiple models of classroom management and their relationship to the learning environment of the classroom. *Prerequisite(s): Admission to teacher education.*

**SCED 4201**

*Secondary Social Studies Content Pedagogy I (2-2-3)*

Students will examine the implications of the structural features of social sciences and history for developing curriculum, instruction, and assessment for secondary social studies and history. They will critically consider national and state content standards in light of their knowledge of the disciplines and secondary students. *Prerequisite(s): Admission to teacher education.*

**SCED 4202**

*Secondary Social Studies Content Pedagogy II (2-2-3)*

This course emphasizes the process of applying the understandings developed in SCED 4201 to the design of instruction and assessment. The assessment focused segment of the course will examine varied methods and modes of assessing learning and the importance of aligning assessment with intended learning outcomes or objectives. *Prerequisite(s): Admission to teacher education and SCED 4201.*

**SCED 4301**

*Secondary Mathematics Pedagogy I (2-2-3)*

The focus will be on skills in problem-solving, measurement, computation, hypothesis posing and hypothesis testing, and on algebraic and geometric analyses. Teaching and learning strategies will be examined in light of effective school practices and in light of national, regional, and local curriculum standards. *Prerequisite(s): Admission to teacher education.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SCED 4302***Secondary Mathematics Pedagogy II (2-2-3)*

Using knowledge bases derived from educational research, from national, state, and local curriculum standards, students will plan, present, and evaluate instruction for the secondary school mathematics classroom. Techniques for assessment of learning will be examined as well as teaching and learning strategies. Computer and electronic technologies appropriate to secondary mathematics curriculum will be utilized to develop introductory competencies. *Prerequisite(s): Admission to teacher education and SCED 4301.*

**SCED 4401***Science Pedagogy I (2-2-3)*

Students will examine varied approaches to instruction of secondary science curriculum including: inquiry, field and laboratory based learning, concept attainment and formation, hypothesis testing, discovery and simulation. Students will develop instructional planning skills. *Prerequisite(s): Admission to teacher education.*

**SCED 4402***Science Pedagogy II (2-2-3)*

In this course students will critically examine formal designs and examples of secondary science curriculum, the national and state standards for science in the secondary schools, materials and resources for science instruction, including opportunities through electronic media for scientific investigations, data base development, critical discourse. *Prerequisite(s): Admission to teacher education and SCED 4401.*

**SCED 4501***Secondary English Pedagogy I (2-2-3)*

Through this course students will demonstrate the abilities to analyze and apply models of instructional approaches, and learning assessment in the areas of literature, reading skills, writing skills, and language development. Students will develop skills necessary to plan instructional units and lessons that accommodate diverse learners. *Prerequisite(s): Admission to teacher education.*

**SCED 4502***Secondary English Pedagogy II (2-2-3)*

Students will examine controversial issues related to English curriculum and instruction. They will develop understandings and skills related to assessment including diagnostic, formative and summative evaluation strategies; interpreting standardized test data; using inventories and holistic scoring strategies; understanding and using sound principles of test design. *Prerequisite(s): Admission to teacher education and SCED 4501.*

**SCED 4901***Secondary Apprenticeship/Seminar (0-26-13)*

Students are placed with selected master teachers for an entire semester during which time they are teaching in the curriculum areas for which they are seeking certification. During the semester the apprentice teacher, under the supervision of the master teacher, assumes the responsibilities of professional teaching practice. Students reflect on and synthesize the conceptual and theoretical constructs of pedagogy with the complexity of practice. *Prerequisite(s): Successful completion of teacher education course work and all requirements for the subject area major.*

## SOCI - Sociology Courses

**SOCI 1101***Introduction to Sociology (3-0-3)*

Introduces students to the major concepts, methods, theories, and findings of sociology—the study of human interaction in groups and organizations as well as the nature of our society and its major social institutions. *Prerequisite(s): None*

**SOCI 1103***Introduction to the Behavioral and Social Sciences (3-0-3)*

An interdisciplinary introduction to methods and concepts in the behavioral and social sciences, including (but not limited to) anthropology, economics, psychology, and sociology. Emphasis will be placed on integrating the perspectives various disciplines contribute to understanding and explaining human behavior and social order. (Cross-listed by participating departments)

**SOCI 1160***Social Problems Analysis (3-0-3)*

An analytical and critical approach to the study of contemporary social problems. *Prerequisite(s): SOCI 1101 or SOCI 1103/ PSYC 1103.*

**SOCI 2241***Social and Cultural Diversity (3-0-3)*

Introduces students to the social construction of contemporary societies. Focuses on social realities constructed over gender, class, race, national origin, religion, language, and sexuality. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103.*

**SOCI 2242***Sociology of African American Experience (3-0-3)*

This introductory course explores the intellectual and social origins of African-American Studies while simultaneously looking at the social experience of African Americans. We examine key concepts, themes, and theories of the discipline of African-American Studies/Sociology. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SOCI 2950***Selected Topics (V-0-V)*

A variable content course. Either 1) a faculty-initiated course which allows students the opportunity to enroll in specifically titled courses, or 2) a student-initiated directed study at an introductory level. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103.*

**SOCI 3001***Methods in Social Research I (3-0-3)*

An introduction to the scientific method in social research; logic of scientific inquiry; relationship between theory and research; logic of sampling; modes of observation (experiments, survey research, field research, evaluation research); and ethics in social research. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160; MATH 1101 or MATH 1111.*

**SOCI 3002***Methods in Social Research II (3-0-3)*

An introduction to the analysis of social data; including the quantification of data for computer application; use of SPSS (statistical package) for analyzing data, logic of statistical inference; statistical techniques for analyzing data, including univariate, bivariate, and multivariate social statistics; and the reporting of research findings. *Prerequisite(s): SOCI 1160; SOCI 3001.*

**SOCI 3303***Sociology of the Family (3-0-3)*

Study of the family as an institution in society. Examines why the family takes particular forms in particular societies, and what forces are responsible for changing and shaping it. Attention given to the position of men and women in society, social class, ethnic and racial differences, and historical and comparative materials. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160.*

**SOCI 3317***Sociology of Medicine (3-0-3)*

An overview of the central theories, concepts, and research findings in medical sociology, the course and experiences of illness and patient-practitioner relationships, the social construction of disease, professional medical subcultures and institutions, and the structure and political economy of the American health care system. *Prerequisite(s): SOCI 1101; SOCI 1160.*

**SOCI 3320***Sociology of Aging (3-0-3)*

An introduction to the elderly as members of society and the social institutions which impact on their lives and which the elderly helped to shape and currently influence. Covers theoretical perspectives on aging, the individual and the social system, adjustment patterns and changing lifestyles in old age, relevant societal issues, current trends, opportunities, and challenges. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160.*

**SOCI 3323***Sociology of Popular Culture (3-0-3)*

This course examines how popular culture reflects major characteristics of society and individuals at the same time that it influences that society and those individuals. The history and influence of music, humor, sports, movies and graffiti will be included. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160.*

**SOCI 3330 / CRJU 3330***Social Deviance: (3-0-3)*

Covers theoretical and empirical issues in the understanding and designation of deviant behavior; addresses the analysis or the social causes and consequences of deviance, conformity, and societal reactions. *Prerequisite(s): SOCI 1101 or SOCI 1103 / PSYC 1103; SOCI 1160.*

**SOCI 3331 / SOWK 3331 / CRJU 3331***Youth and Society (3-0-3)*

A study of the history of changing conceptions of childhood, the family, and childhood socialization; the invention of adolescence and the various attributions to childhood and adolescence; and a survey of major developmental schemes of adolescence with an emphasis on characteristics of American adolescence as conducive to delinquency. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160; CRJU 1103; or SOWK 1111.*

**SOCI 3332 / SOCI 3332***Juvenile Delinquency(3-0-3)*

The philosophy, theory, and history of juvenile delinquency, including its causes, preventions, and measurement from sociological perspectives. *Prerequisite(s): CRJU 1103 or SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160.*

**SOCI 3336 / WMST 3336 / CRJU 3336***Women, Crime, and the Criminal Justice System (3-0-3)*

A sociological analysis of women as criminal offenders, victims, and as workers in criminal justice fields. Examines how gender influences criminal law and the practices of criminal justice agencies. Covers historical perspectives on women and crime, the adequacy of contemporary criminological perspectives for explaining female criminality. *Prerequisite(s): WMST 1101, SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160; CRJU 1103.*

**SOCI 3340***Social Stratification (3-0-3)*

An introduction to social stratification with a primary emphasis on theories of stratification and on an empirical examination of the American class structure. Includes historical-comparative material and addresses other dimensions of inequality such as race, ethnicity, sex, and age as they interact with social class. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SOCI 3373***Social Psychology (3-0-3)*

Examines social interactions that relate people to each other in everyday life with special focus on symbolic communication. Exploration of how humans create and define experience. This model of symbolic interactionism is compared critically to other approaches for explaining human conduct. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160.*

**SOCI 3375***Sociology of Death, Grief, and Caring (3-0-3)*

Examines the phenomenon of death as it relates to the social structure of selected cultures; the patterns of social interaction which surround and give meaning to various aspects of death, loss, grief, and caring; and the plans of action which individuals and societies develop to guide them as they confront death. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160.*

**SOCI 3380***Sociological Theory (3-0-3)*

Critical examination of the modern grounding of sociological theory based on the works of classical theorists and the emergence of contemporary theoretical paradigms. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160.*

**SOCI 3413***Sociology of Education (3-0-3)*

This course focuses on the relationships between Education and Society in the United States, including public and private education in America. Particular emphasis will be placed on application of sociological theories and insights to the advancement of the goal of increased effectiveness of schools, teachers and students. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160; EDUC 2110 and EDUC 2120.*

**SOCI 3950***Selected Topics (3-0-3)*

A variable content course. Either 1) a faculty-initiated course which allows students the opportunity to enroll in specifically titled courses, or 2) a student-initiated directed study at an introductory level. *Prerequisite(s): SOCI 1160; permission of instructor, and contractual agreement with department chair.*

**SOCI 4385***Sociology of Religion (3-0-3)*

An introduction to the social scientific study of religion as a social institution and of the relationship of religion and people's experiences. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 3002 and SOCI 3380.*

**SOCI 4421***Gerontology (3-0-3)*

Examines the interaction between the social, physical, psychological, and programmatic aspects of aging. Emphasis is on programs, services, interactive techniques, legislation, and advocacy efforts which address the needs and concerns of older Americans, their family members, and service providers. *Prerequisite(s): SOWK 1101 or SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 3002 and SOCI 3380.*

**SOCI 4431 / CRJU 4431***Criminology (3-0-3)*

The study of criminal behavior and its treatment. The development of criminal behavior and societal reaction in contemporary society is addressed in terms of major social theories of crime and its causation. The treatment and rehabilitation of the offender by probation, imprisonment, and parole are addressed in terms of philosophy and policy. *Prerequisite(s): CRJU 1103 or SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160; SOCI 3002 and SOCI 3380.*

**SOCI 4436***Obedience and Authority (3-0-3)*

An examination of the interactions among social structures, societal conditions and social selves that promote obedience to authority as well of those that build communities of dissent and resistance. *Prerequisite(s): CRJU 1103 or SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 1160; SOCI 3002 and SOCI 3380.*

**SOCI 4441***Racial and Ethnic Minority Groups in American Society (3-0-3)*

This course focuses on the relationships between majority and minority groups in the United States. It will examine the historical and present conditions of society and the forces and motivations which have created and perpetuated minority groups status for various racial and ethnic groups and individuals. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 3002 and SOCI 3380.*

**SOCI 4442/WMST 4442***Gender and Society (3-0-3)*

Sociological insights and concepts will be employed in observing, interpreting, and analyzing the social processes creating, reinforcing and changing gender roles and the statuses of women and men in society. *Prerequisite(s): WMST 1101 and SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 3002 and SOCI 3380.*

**SOCI 4443***Social Movements (3-0-3)*

Sociological analysis of historical and contemporary social movements nationally and internationally. Special attention is given to the critical analysis of social movement theory and its application to understanding the diversity of social movements. Emphasis is placed on the etiology of social movements, their causes, consequences, and social implications. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 3002 and SOCI 3380.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SOCI 4451***Sociology of Work and Occupations (3-0-3)*

An analysis of the social dimensions of work; the labor process; occupations and professions; the social meaning and organization of work; and the relationships between the structuring of work, social mobility, and social stratification. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 3002 and SOCI 3380.*

**SOCI 4461***Urban Sociology (3-0-3)*

Survey of the development of the city as a social phenomenon in the modern world. Includes an examination of urban ecology, urban social stratification, social participation in the city, urban social organization, urban social problems and issues, urban policy and planning and world urbanization. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 3002 and SOCI 3380.*

**SOCI 4462***Urban Social Problems (3-0-3)*

A sociological consideration of metropolitan social problems, including crime, fiscal crisis, housing and the homeless, poverty, racism, health, education, and social inequality. Emphasis will be placed on the critical analysis of contemporary urban social problems, their causes, consequences, solutions, and social policy implications. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103; SOCI 3002 and SOCI 3380.*

**SOCI 4950***Selected Topics (3-0-3)*

A variable content course. Either 1) a faculty initiated course which allows students the opportunity to enroll in specifically titled courses, or 2) a student initiated directed study. *Prerequisite(s): Junior or senior standing; 20 hours of advanced sociology; permission of instructor; and contractual agreement with department chair. Only two 4950 courses may be included in the major.*

**SOCI 4960***Undergraduate Internship (3-0-3)*

A service-learning experience based in an institution/agency, emphasizing the completion of specific tasks and the acquisition of specific knowledge, skills, and values under the supervision of Augusta State University, the academic supervisor, and the cooperating institution/agency. *Prerequisite(s): Permission of instructor.*

**SOCI 4990***Undergraduate Research (3-0-3)*

Independent research on a topic of student choice selected in consultation with an instructor. The student must submit a contract proposal for the research project prior to enrolling in the course. *Prerequisite(s): Junior or Senior Standing; 12 hours of advanced sociology; and contractual agreement with department chair.*

**SOCI 5613***Sociology of Education (3-0-3)*

An advanced course focusing on the relationships between Education and Society in the United States. Theories of socialization, cognitive development, symbolic interaction and conflict will be applied to analyze the processes and outcomes of education. *Prerequisite(s): SOCI 1101 or SOCI 1103/PSYC 1103 and 1160 or EDUC 2110 and 2120; Graduate Student status; or permission of instructor.*

## SOWK - Social Work Courses

**SOWK 1101***Introduction to Social Work Practices (3-0-3)*

Introduction to the discipline and professional social work and the programs and policies that social workers interface with regularly. The course examines the knowledge base of the social work profession, typical areas where social workers practice, an introduction to social work theory, and discussion of the programs and policies for social welfare.

**SOWK 2100***Social Welfare History and Philosophy (3-0-3)*

This course is designed as an introduction to the field of social welfare and its relationship to the profession of social work. *Prerequisite(s): SOWK 1101, HUMN 2001; or permission of the instructor.*

**SOWK 2102***Fundamentals of Social Work Practice (3-0-3)*

This course provides students with the fundamental knowledge, skills and values necessary for generalist social work practice. The focus of the course includes both the acquisition of analytical knowledge and the attainment of core interpersonal and problem solving skills. Development of self awareness and self knowledge related to growth in these skills and a beginning identity as a social work professional will also be emphasized. *Prerequisite(s): SOWK 1101, HUMN 2001, and COMS 1010 or 1020.*

**SOWK 2950***Selected Topics (V-0-V)*

A variable content course. Either 1) a faculty-initiated course which allows students the opportunity to enroll in specifically titled courses, or 2) a student-initiated directed study at an introductory level. *Prerequisite(s): SOWK 1101; permission of instructor; and contractual agreement with department chair. Only one 2950 course may be included in the major.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SOWK 3300***Human Behavior in the Social Environment (3-0-3)*

A study from a multi-theoretical perspective of the interaction of cultural, biological, psychological, social, spiritual, and environmental influences and how they work to promote or deter the development of individuals from birth through adolescence. Attention is given to the range of social systems in which people live. The impact of social and economic forces, oppression, gender, age, and social class on human adaptation will be examined as they relate to human behavior and social work interventions. *Prerequisite(s): PSYC 1101, SOCI 1101, BIOL 1101, HUMN 2001, HUMN 2002, SOWK 1101.*

**SOWK 3301***Human Behavior in the Social Environment II (3-0-3)*

Human Behavior in the Social Environment II is the second semester of a two-part course designed to introduce the student to the theoretical models used by social workers in their understanding of human behavior. The course is taught using a multi-theoretical model, with an eco-systems perspective serving as an organizing framework. *Prerequisite(s): SOWK 3300 with a grade of C or better.*

**SOWK 3331/ SOCI 3331/ CRJU 3331***Youth and Society (3-0-3)*

A study of the history of changing conceptions of childhood, the family, and childhood socialization; the invention of adolescence and the various attributions to childhood and adolescence; and a survey of major developmental schemes of adolescence with an emphasis on characteristics of American adolescence as conducive to delinquency. *Prerequisite(s): SOCI 1101; CRJU 1103; or SOWK 1111.*

**SOWK 3358***Field Placement (3-0-3)*

The assignment of students to a human service organization/agency for a semester. A minimum of ten hours a week is spent under the direction of qualified agency supervisors. Course also involves weekly assignments relating field experience to academic learning, log keeping, reports, and weekly meetings with academic supervisor. *Prerequisite(s): permission of instructor.*

**SOWK 3375***Sociology of Death, Grief, and Caring (3-0-3)*

Examines the phenomenon of death as it relates to the social structure of selected cultures; the patterns of social interaction which surround and give meaning to various aspects of death, loss, grief, and caring; and the plans of action which individuals and societies develop to guide them as they confront death. *Prerequisite(s): SOCI 1101 or SOWK 1101.*

**SOWK 3400***Social Work Practice I (3-0-3)*

Drawing on material from the Human Behavior in the Social Environment sequence, this course focuses on the impact of social and economic forces on individuals and social systems, and the ways in which systems promote or deter people in the maintenance or attainment of optimal health and well-being. *Prerequisite(s): SOWK 3300 and formal admission to the Social Work Program.*

**SOWK 3401***Social Work Practice II (3-0-3)*

The focus of this course is on the nature of human behavior where it intersects with group behavior and interaction. Also of concern will be the fit or lack thereof between the types of human behavior and circumstances which typically bring clients into services, and the nature of the policies and services which structure the help they receive. *Prerequisite(s): SOWK 3301 and SOWK 3400.*

**SOWK 3500***Social Welfare Policy (3-0-3)*

This course will help the BSW student gain the knowledge and skills needed to understand and influence social, economic, and political environments that affect the attainment of the client's goals. *Prerequisite(s): SOWK 2100, HUMN 2002, and POLS 1101.*

**SOWK 3501***Child and Family Welfare (3-0-3)*

The welfare of both children and families is the focus of this course in which students use policy analysis skills and practice skills gained in prerequisite courses to analyze problems, issues, and policies specific to the area of child and family welfare. *Prerequisite(s): SOWK 3300 and SOWK 3500.*

**SOWK 4421***Gerontology (3-0-3)*

Examines the interaction between the social, physical, psychological, and programmatic aspects of aging. Emphasis is on programs, services, interactive techniques, legislation, and advocacy efforts which address the needs and concerns of older Americans, their family members, and service providers. *Prerequisite(s): SOWK 1101 or SOCI 1101.*

**SOWK 4601***Integrative Seminar I (1-0-1)*

This course is the first of two Integrative Seminars that students take in congruence with the field experience courses. The Integrative Seminar I focuses primarily on the value dimension of professional social work practice. *Corequisite(s): SOWK 4701.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SOWK 4602***Integrative Seminar II (1-0-1)*

This course is the second of two Integrative Seminars that students take in congruence with the field experience courses. Integrative Seminar II focuses primarily on the application and integration of the systems perspective, with a focus on the agency setting in which the student is placed in the Field Experience. *Corequisite(s): SOWK 4702.*

**SOWK 4701***Field Placement I (3-0-3)*

The first of a two part internship designed to provide students opportunities to apply social work knowledge, values, and skills in a service delivery area, and supervised by a social worker. Students must complete 200 hours of field work for this course, which is arranged and monitored by the field coordinator. *Prerequisite(s): Twelve or more upper level hours in SOWK.*

**SOWK 4702***Field Placement II (3-0-3)*

The second field placement is designed to provide an advanced field experience. Students will be required to work 200 hours in the field, supervised by a social worker and monitored by the field coordinator. Students are expected to demonstrate competency in a variety of roles expected of a generalist social worker. *Prerequisite(s): SOWK 4701 or permission of the instructor.*

**SOWK 4950***Selected Topics (3-0-3)*

A variable content course. Either as 1) a faculty initiated course which allows students the opportunity to enroll in specifically titled courses, or 2) a student initiated directed study. *Prerequisite(s): Junior or senior standing; 20 hours of advanced sociology or social work; permission of instructor; and contractual agreement with department chair.*

**SOWK 4960***Undergraduate Internship (3-0-3)*

A service-learning experience based in an institution/agency, emphasizing the completion of specific tasks and the acquisition of specific knowledge, skills, and values under the supervision of Augusta State University, the academic supervisor, and the cooperating institution/agency.

*Prerequisite(s): Permission of instructor.*

## SPAN - Spanish Courses

*Note:* For additional courses in Spanish, consult the Studies Abroad (**SABR**) courses described on p. 305.

**SPAN 1001***Elementary Spanish I (3-V-3)*

Fundamentals of listening, speaking, reading, and writing Spanish in a proficiency-based classroom. Introduction to Spanish-speaking cultures. Designed for students who have never studied Spanish. Students who entered ASU for the first time in the fall of 1998 or later, or those returning students who have not been enrolled for two consecutive years prior to 1998, will not be able to count Foreign Language 1001 towards graduation if it is the same language they took in high school. (First time freshmen who graduated from high school five or more years ago may count Foreign Language 1001.) However, it does count for computing eligibility for financial aid and calculating full-time student status. Students taking the language for the first time will receive credit. For CPC students, consult p. 5 of the catalog. Not open to native speakers. Heritage speakers should take the placement exam.

**SPAN 1002***Elementary Spanish II (3-V-3)*

A continuation of Spanish 1001. Students admitted provisionally with CPC deficiency in foreign languages may take this course to satisfy the foreign language CPC requirement. *Prerequisite(s): SPAN 1001 or placement. Not open to native speakers. Heritage speakers should take the placement exam.*

**SPAN 2001***Intermediate Spanish I (3-V-3)*

This proficiency-centered course is designed to build on high school Spanish or on SPAN 1002. More emphasis will be placed on listening, speaking, and reading skills in practical situations. Students will learn how to “get around” in places where Spanish is spoken natively. *Prerequisite(s): SPAN 1002 or placement. Not open to native speakers. Heritage speakers should take the placement exam.*

**SPAN 2002***Intermediate Spanish II (3-V-3)*

This proficiency-centered course includes a grammar review and more intensive work in listening comprehension, speaking, and reading, with more emphasis on writing than in SPAN 2001. Spanish-speaking cultures will be studied through music, art, film, literary and cultural readings, including current events. At the end of this course, students should have a basic competence in Spanish. Students who wish to take upper-division courses in Spanish will need to demonstrate sufficient proficiency as determined by the foreign language faculty before enrolling in major/minor courses. *Prerequisite(s): SPAN 2001 or placement. Not open to native speakers. Heritage speakers should take the placement exam. Students must earn a C or better in order to take classes at the 3000/4000 level.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SPAN 2950***Studies in Hispanophone Culture (3-0-3)*

A variable content course taught in English that will center on one Hispanophone country or area, or a specific issue dealing with Hispanophone culture. May not be counted towards the Spanish major and may not satisfy foreign language requirement.

**SPAN 3100***Conversational Spanish (3-0-3)*

A course designed to enhance students' listening and speaking ability in Spanish. Emphasis on expressing hypotheses, opinions, and debate. NOT OPEN TO NATIVE SPEAKERS. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 3211***Spanish American Culture I (3-0-3)*

A study of Spanish American culture and civilization with attention to history, geography, customs, art, and music. From the beginnings to 1821. Emphasis on the development of oral, listening, reading and writing skills. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 3212***Spanish American Culture II (3-0-3)*

A study of Spanish American culture and civilization with attention to history, geography, customs, art, and music. From 1821 to the present. Emphasis on the development of oral, listening, reading and writing skills. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 3220***Spanish Culture (3-0-3)*

A study of Spanish culture and civilizations with attention given to history, geography, customs, art and music. Covers contributions of Spain to world civilization. Emphasis on the development of reading, writing, speaking and listening skills. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 3300***Spanish Composition. (3-0-3)*

A course designed to promote the student's ability to express themselves correctly in written Spanish and become acquainted with different styles. Emphasis on vocabulary building, advanced grammar. Some expository writing, letter writing, and creative writing. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 3400***Applied Linguistics (3-0-3)*

A study of basic applied linguistics: morphology, semantics, and syntax. Emphasis on grammatical difficulties encountered by non-native speakers of Spanish. *Prerequisite(s): Three upper-division classes in Spanish with a grade of C or better. Also, a grade of C or better in SPAN 2002 or placement.*

**SPAN 3510***Introduction to Literature (3-0-3)*

A study of the theoretical and practical foundations of literature, including poetry, narrative, drama and essay. Prepares students for analysis and literary criticism. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 3520***Drama in Spanish (3-0-3)*

An introduction to drama in Spain and Hispanic America, focusing on the performance and presentation of dramatic pieces. Emphasis on the development of reading, writing, oral and listening skills. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 3610***Business Spanish (3-0-3)*

A study of economics and business practices in Spanish speaking countries; emphasis on the development of communicative competence, particularly oral expression and listening comprehension. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 3620***Medical Spanish (3-0-3)*

A course for Spanish students who desire to expand their Spanish knowledge in the field of medicine. It will provide oral and written opportunities to practice an active vocabulary in health related situations. Emphasis on the development of oral, listening, reading, and writing skills. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 4100***Advanced Conversational Spanish (3-0-3)*

A course designed to enhance students' listening and speaking ability in Spanish at an advanced level. Emphasis on expressing hypotheses, opinions, and debate. NOT OPEN TO NATIVE SPEAKERS. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement. Also SPAN 3100 or equivalent.*

**SPAN 4300***Advanced Composition (3-0-3)*

An advanced course that emphasizes critical reading, expository and creative writing. The students will use skills such as summarizing, criticizing, comparing, contrasting and expressing their opinions. This course is designed to help students write better. Emphasis on the development of reading and writing skills.

**SPAN 4530***Twentieth-Century Spanish Literature: A Concentration in International Studies (3-0-3)*

A study of Spanish poetry, novel, drama and short story of the 20th century. Emphasis on the development of reading, writing, speaking and listening skills. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement, and SPAN 3510.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



**SPAN 4540***Hispanic Nobel Laureates (3-0-3)*

A study of all Hispanic laureate writers, including stylistic and thematic comparisons showing their contributions to Hispanic Literature. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement, and SPAN 3510.*

**SPAN 4550***Hispanic American Poetry (3-0-3)*

A study of the foundations and evolution of Hispanic American poetry since Modernism to the present, focusing on form and content. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement, and SPAN 3510.*

**SPAN 4560***Twentieth-Century Hispanic American Literature (3-0-3)*

A study of Hispanic American Literature since Modernism until the so called Post-Boom Generation, including poetry, narrative and essay, and concepts like neo-baroque, magical realism and boom, among others. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement, and SPAN 3510.*

**SPAN 4570***Short Story (3-0-3)*

A study of the origin, techniques, characteristics and evolution of the short story in Hispanic literature, including Romanticism, Realism, Naturalism, Modernism and Contemporary movements. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement, and SPAN 3510.*

**SPAN 4710***Spanish Film (3-0-3)*

An introduction to Spanish films focusing on their artistic value, their relationship to literature, social and political issues, cultural differences, morals and ethics. Includes the works of Buñuel, Saura, Almodóvar and others. Emphasis on the development of reading, writing, speaking and listening skills. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement. Also SPAN 3510 and senior status.*

**SPAN 4720***Hispanic American Film (3-0-3)*

An introduction to Hispanic American films focusing on their artistic value, their relationship to literature, social and political issues, cultural differences, morals and ethics. The course may examine the works of directors from one or more Hispanic American countries. Emphasis on the development of reading, writing, speaking and listening skills. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement. Also, SPAN 3510 and senior status.*

**SPAN 4801***Methods and Materials for Teaching Foreign Language I in the Secondary School (2-1-2)*

Methods and materials for listening, speaking, reading, writing, and cultural activities appropriate for elementary and middle school learners. First and second language acquisition theories, a review of foreign language teaching methods, testing procedures and teacher preparation and evaluation. A field experience of 45 clock hours is a required component of the course. *Prerequisite(s): Junior status and permission of the instructor.*

**SPAN 4802***Methods and Materials for Teaching Foreign Language II in the Secondary School (2-1-2)*

Methods and materials for listening, speaking, reading, writing, and cultural activities appropriate for secondary learners. First and second language acquisition theories, a review of foreign language teaching methods, testing procedures and teacher preparation and evaluation. A field experience of 45 clock hours is a required component of the course. *Prerequisite(s): Junior status and permission of the instructor.*

**SPAN 4950***Selected Topics (3-0-3)*

A variable-content course, intended to meet the interests of students minoring or majoring in Spanish and desiring to make an intensive study of some special area of Spanish language or literature. May be repeated for credit. *Prerequisite(s): a grade of C or better in SPAN 2002 or placement.*

**SPAN 4960***Undergraduate Internship (V-0-V)*

An internship is a service-learning experience based in an off-campus agency or organization. The experience entails the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta State University faculty and the cooperating organization or agency. Maximum of three credit hours. Only three hours may be used towards the major. *Prerequisite(s): Seven upper-division classes in Spanish with a grade of C or better and permission of the instructor.*

**SPAN 6801***Methods and Materials for Teaching Foreign Languages I (3-0-3)*

Methods and materials for listening, speaking, reading, writing, and cultural activities appropriate for elementary and middle school learners. First and second language acquisition theories, a review of foreign language teaching methods testing procedures, and teacher preparation and evaluation. A field experience of 45 clock hours is a required component of the class. *Prerequisite(s): Admission to the graduate program - MAT.*

**SPAN 6802***Methods and Materials for Teaching Foreign Languages II (3-0-3)*

Methods and materials for listening, speaking, reading, writing, and cultural activities appropriate for elementary and middle school learners. First and second language acquisition theories, a review of foreign language teaching methods testing procedures, and teacher preparation and evaluation. A field experience of 45 clock hours is a required component of the class. *Prerequisite(s): Admission to the graduate program - MAT.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

# SPED - Special Education Courses

A field experience of 20-30 hours in the public schools, in addition to classroom seat time, is required for each course.

## **SPED 3001**

### *Policies and Procedures in Special Education (3-0-3)*

An introductory course on federal, state, and local rules and regulations, basic policies and procedures in special education, landmark legislation and litigations impacting the education of individuals with disabilities, and current issues and trends in special education. 20 hours of field experience is required.

## **SPED 3003**

### *Educational Assessment (3-0-3)*

An introductory course involving basic assessment terminology, administration of frequently used diagnostic instruments, strengths and weaknesses of various assessment tools, and evaluation and instructional recommendations. 20 hours of field experience is required. *Prerequisite(s): SPED 3110.*

## **SPED 3005**

### *Effective Learning Environments (3-0-3)*

This course examines up-to-date reviews of research on teacher expectations, classroom organization, student motivation, and classroom instruction. An emphasis is placed on student observation, and reflection of special education classrooms. *Prerequisite(s): Permission of instructor.* 30 hours of field experience is required.

## **SPED 3006**

### *Language Development and Communication Disorders (3-0-3)*

In this course, students will study typical language and communication development and the communication disorders associated with children in special education. Students will learn how teachers can design and implement programs to support students in language and communication development. *Prerequisite(s): admission to undergraduate program.*

## **SPED 3110**

### *Characteristics of Students with Mild Disabilities (3-0-3)*

This course is designed to prepare special educators to work collaboratively with general educators to identify and recognize characteristics of individuals with mild disabilities and to understand how these characteristics might affect learning as well as social and emotional development. 30 hours of field experience is required.

## **SPED 4002**

### *Instructional Strategies for Teaching Students with Disabilities in General Education Settings (3-0-3)*

This class describes methods for teaching students with special needs in the general education classroom setting. It includes characteristics of the most common disabilities as well as collaborative interactions with special education teachers. The course covers pre-referral and referral procedures; research-based instructional methodologies; materials, strategies, and techniques; and assistive technologies. Thirty hours of field experience is required in a general classroom containing students with disabilities.

## **SPED 4003**

### *Classroom Management (3-0-3)*

This course is designed to assist the student in the development of the knowledge, skills, and attitudes required to assess, plan, and implement successful behavior management programs and strategies in the classroom. The creation of a positive classroom atmosphere in which students will learn and make behavioral choices is stressed. The development of a behavior change plan from observations in a practicum setting is a requirement. 30 hours of field experience is required.

## **SPED 4004**

### *Collaboration/Consultation (3-0-3)*

This is an in-depth course on techniques for implementing best practices for effective collaboration and consultation skills for the special education teacher, team management, overcoming barriers to effective collaboration and consultation, and possible solutions. The course also examines the mechanics of individualized instruction for special education students in a P-12 general education setting. *Prerequisite(s): SPED 3001, SPED 3110, SPED 4002, and SPED 4120.*

## **SPED 4005**

### *Family Literacy (3-0-3)*

This course is designed to examine research-based practices for teachers/families/caregivers in enhancing early literacy and intervention techniques applicable to infants, toddlers, and preschoolers with special needs. 30 hours of field experience is required. *Prerequisite(s): SPED 3110.*

## **SPED 4007**

### *Literacy Fundamentals (3-0-3)*

This course surveys research-based reading strategies for teaching literacy skills (e.g., reading, writing, listening, speaking, critical thinking, spelling) to students (P-12). Special attention will be given to selecting and using intervention tools for literacy instruction with students who experience literacy problems. *Prerequisite(s): Permission of instructor.* 30 hours of field experience is required.

## **SPED 4008**

### *Literacy - Diagnosing and Prescribing (P-12) (3-0-3)*

This course addresses developmental, corrective and remedial literacy practices to be identified, prescribed, and implemented with students including those who experience literacy-related difficulties. 30 hours of field experience is required. *Prerequisite(s): Permission of Instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SPED 4120***Methods and Materials for Teaching Students with Mild Disabilities (3-0-3)*

This course is designed to prepare educators who are knowledgeable and competent in teaching students with mild disabilities in a variety of collaborative settings. This course encompasses research-based methodologies, learning strategies, the development of teacher-made materials, and the utilization of commercial materials. 30 hours of field experience is required. *Prerequisite(s): SPED 3110 or permission of instructor.*

**SPED 4491***Special Education Apprenticeship (0-0-15)*

Students are placed with selected master teachers for an entire semester during which time they are teaching in the curriculum areas for which they are seeking certification. During the semester the apprentice teacher, under the supervision of the master teacher, assumes the responsibilities of professional teaching practice. 450 hours of field experience is required. *Prerequisite(s): Completion of all courses in program with a 2.5 GPA or better.*

**SPED 4950***Selected Topics in Special Education (3-0-3)*

This course examines problems in light of recent knowledge and research in special education. The focus is on specifically designated areas of special education. 30 hours of field experience is required.

**SPED 6001***Policies and Procedures in Special Education (3-0-3)*

A comprehensive course in special education law covering IDEA, Section 504, ADA, and landmark litigation. This course provides the knowledge base and skills for decision-making in special education legal issues at the school building level. 20 hours of field experience is required.

**SPED 6003***Classroom Management and Applied Behavior Analysis (3-0-3)*

This course is designed to study and develop skills in working with the behavior management process as it applies to exceptional learners. The principles and concepts of management within the context of special education settings for students with mild to severe problems is stressed. Students will complete an authentic behavior change process in a special education setting. 20 hours of field experience is required.

**SPED 6004***Facilitating Inclusive Instruction (3-0-3)*

This is an in-depth course on techniques for implementing inclusive instruction. Various models (such as team teaching collaboration and consultation) are studied. Collaborative models for implementing inclusive instruction are examined. 20 hours of field experience is required.

**SPED 6006***Educational Assessment in Special Education (3-V-3)*

This course prepares students to be professional educators and practitioners in assessment. Students will focus on the educational assessment methods and procedures used in decision making and program planning for students with mild disabilities and from culturally or linguistically diverse backgrounds. This course covers formal, informal, and curriculum-based diagnostic/assessment instruments. Students will complete a case study and develop an Individual Education Program based upon the results of the case study and assessment. *Prerequisite(s): admission to the graduate program, SPED 6101, SPED 6201.* 20 Hours of field experience is required

**SPED 6007***Literacy Fundamentals I for P-12 (3-0-3)*

This course is designed to examine research on literacy instruction in P-12 settings. It is particularly focused on techniques that have proven to be effective with students experiencing problems in acquiring literacy skills. 20 hours of field experience is required.

**SPED 6008***Literacy Fundamentals II for P-12 (3-0-3)*

This course is designed to examine assessment strategies and intervention tools for students experiencing problems in acquiring literacy skills. 20 hours of lab experience is required.

**SPED 6009***Characteristics of Students with Mild Disabilities (3-0-3)*

An introductory course in mild disabilities which covers definitions, historical development of the area of mild disabilities as a field of study, and major contributors; various theories and philosophies affecting the field; and current trends and issues. *Prerequisite(s): admission to graduate program.*

**SPED 6010***Methods of Teaching Students with Mild Disabilities (3-0-3)*

An introductory course in mild disabilities which covers materials methods, definitions, usage, and development of methods for teaching students with mild disabilities, and major contributors; theories and philosophies affecting this area of study, especially inclusion; and current trends and issues *Prerequisite(s): admission to graduate program.*

**SPED 6011***Language Development and Communication Disorders (3-0-3)*

Students will study how language typically develops, theories related to etiology of language disorders, and the effects of language disorders on functioning for children with disabilities. Students will learn approaches for remediating language disabilities and will apply them in authentic settings. *Prerequisite(s): admission to graduate program.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SPED 6013***Internship in Special Education (3-0-3)*

The student will gain first-hand experiences working with students in an inclusive public school class; the emphasis is on writing and implementing lesson plans. Students will be placed under the supervision of a master teacher if they are not currently working. *Prerequisite(s): SPED 6009 and SPED 6010; 150 hours of field experience is required.*

**SPED 6014***Characteristics of Students with Severe Disabilities (3-0-3)*

An overview of the field of severe disabilities; includes historical, legal, philosophical, ethical, and programming issues; current trends and issues in the field. Students will have in-depth coverage of current issues in the field of severe disabilities (including autism spectrum disorders, traumatic brain injury, moderate to severe mental retardation, and orthopedic disabilities). Current perspectives in educational programming will be covered. 20 hours of field experience is required. *Prerequisite(s): admission to graduate program.*

**SPED 6015***Methods/Materials for Students with Severe Disabilities (3-0-3)*

Methods for teaching students with moderate to severe disabilities throughout the life span including hands-on experiences; emphasis on career education, transitions, and lesson plans emphasizing life skills. Emphasis is on self-evaluation and plans to improve instruction. 20 hours of field experience is required. *Prerequisite(s): admission to graduate program and SPED 6014.*

**SPED 6205***Capstone in Special Education (0-3-3)*

This is the culminating graduate course in the M.Ed. Special Education program. In this course an electronic portfolio and graduate research project are produced. It incorporates a competency based research-to-practice project using data-based strategies and interventions in a special education applied setting. 20 hours of field experience is required. Grading is on the A, B, C, D, F, WF, etc. scale.

**SPED 6950***Selected Topics in Special Education (3-0-3)*

This course examines problems in the light of recent knowledge and research in special education. The focus is on specifically designated areas of special education.

**SPED 7022***Advanced Behavior Analysis and Single Subject Research (V-V-3)*

This course is designed to provide a forum for learning and applying principles of applied behavior analysis. Students will read current research related to positive behavior change using database searches and required readings. Students will demonstrate knowledge and skills by completing multiple intervention projects that include objective assessment, analysis of potential interventions identified in peer reviewed research, and data collection for baseline, intervention, and generalization over the course of the semester. These intervention projects will address problems in areas of communication, social, and academic functioning of children with disabilities. *Prerequisite(s): SPED 6003 or equivalent; admission to Educational Specialist program.*

**SPED 7023***Ethics and Issues in Special Education (V-V-3)*

This course is designed to provide special educators with an intensive study of the CEC Code of Ethics and Standards for professional practice. Students will analyze the role of professional standards as they impact Special Educators throughout their careers. Students will examine current issues in the field and will gain in depth knowledge through coursework and an applied research project. *Prerequisite(s): Enrollment in the Educational Specialist program.*

**SPED 7024***Technical and Professional Writing (V-V-3)*

SPED 7024 is an advanced course in grant and technical writing for future education specialists which includes: (a) analysis of the components of educational grants, (b) systematic instruction and practice in grant writing, (c) analysis and examples of successful grants, (d) grant writing methodologies, strategies, and techniques, (e) in-depth analysis and practice in the research process, (f) detailed instruction in APA-format and dissemination of research results, and (g) completion of a grant-writing project. *Prerequisite(s): Enrollment in the Educational Specialist program.*

**SPED 7025***Independent Research (V-V-3)*

This course is designed as part of the exit requirements in the Educational Specialist in Special Education program. In this course a graduate research project will be produced. It incorporates a competency-based research-to-practice project using data-based strategies and interventions in a special applied setting. 20 hours of field experience is required. Must be completed in the student's final semester. *Prerequisite(s): Enrollment in the Educational Specialist program.*

**SPED 7026***Theory and Practices for Teaching Students with Autism (V-V-3)*

SPED 7026 includes readings, lecture, discussion, and assignments designed to familiarize candidates with a wide variety of issues related to providing services for students with autism. The course provides experienced teachers an introduction to theory and practice working with individuals with autism. The first half of SPED 7026 is designed to give candidates a historical perspective on the development of the field of autism theory and intervention. The second half of the course uses knowledge about autism theory to study multiple intervention approaches for teaching children with autism. Candidates will assess needs, choose appropriate strategies, implement strategies, and objectively evaluate results for individual students with autism in authentic settings. *Prerequisite(s): Enrollment in the Educational Specialist program.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**SPED 7027***Transition to Adulthood for Individuals with Disabilities (V-V-3)*

A course for educators and administrators who work with students with disabilities which includes an overview of transition history and development in the field of special education, discussion of research and best practice in transition policy, interagency collaboration and community-based instruction, methods for improving transition outcomes for students with disabilities ranging from mild to severe, and current issues in transition policy and legislation in special education. *Prerequisite(s): Enrollment in the Educational Specialist program.*

**SPED 7028***Advanced Assessment and Direct Instruction (V-V-3)*

SPED 7028 is an advanced course in the assessment and direct instruction of students with learning difficulties. This course is designed for future education specialists and emphasizes: (a) the components of direct instruction, (b) systematic analysis of direct instruction techniques in language, reading, writing, math, & behavior, (c) assessment of student response, (d) direct instruction methodologies, strategies, and techniques and troubleshooting, (e) formal & informal assessment, (f) linking information gathering to classroom decision making, and (g) adapting instruction to improve outcomes. *Prerequisite(s): Enrollment in the Educational Specialist program.*

**SPED 7500***Advanced Studies in Special Education (3-0-3)*

This course is designed for the in-service teacher who is at the post masters' level; it provides an in-depth study of the cross-categorical model of service delivery for students with emotional/behavioral disorders, mild intellectual disabilities, and learning disabilities. Emphasis is on the similarities and differences of the three categories in historical treatment, definition, characteristics, incidence, prevalence etiology, and implications for teaching. Current issues and trends in special education will be studied.

**SPED 7501***Internship in Interrelated Special Education (0-3-3)*

This practicum is for the master teacher to demonstrate competence in the inter-related special education classroom. This practicum will represent a synthesis of knowledge being put into practice at the Specialist's level.

**SPED 7502***Advanced Assessment/Instructional Development (3-0-3)*

This course is designed for the in-service teacher who is at the post-masters' level; a school/community project involving a model of teaching, in-service training sessions, or innovative practice in the field of special education will be designed, implemented, and evaluated by the student under the supervision of the major professor. The course emphasizes state of the art methods for assessing/teaching students in interrelated classrooms.

**SPED 7950***Selected Topics in Special Education (V-V-3)*

A course for educators in special or general education which will cover: the history and development of special education as a civil rights initiative; current legislation, policies, procedures, and regulations governing special education practice; an examination of the Individuals with Disabilities Education Improvement Act (IDEA); current issues and controversies regarding inclusion and collaborative teaching; and accountability and assessment for students with disabilities. *Prerequisite(s): Enrollment in the Educational Specialist program.*

## WELL - Wellness Courses

**WELL 1000***Wellness (3-0-3)*

A lecture/activity course that integrates the physical, mental, social, and environmental aspects of wellness. Healthy lifestyle choices are encouraged through education and fitness wellness assessment. NOTE: This course does not count as a 1-hour activity elective.

**WELL 1010-1199 Individual/Dual Activities**

- 1010 Badminton/Table Tennis (0-2-1)
- 1011 Badminton (0-2-1)
- 1012 Beginning Golf (0-2-1)
- 1013 Advanced Golf (0-2-1)
- 1014 Bowling (0-2-1)
- 1015 Stunts and Tumbling (0-2-1)
- 1016 Track and Field (0-2-1)
- 1017 Pickleball (0-2-1)
- 1018 One Wall Handball (0-2-1)
- 1019 Tennis (0-2-1)
- 1020 Advanced Tennis (0-2-1)
- 1021 Downhill Snow Skiing (0-2-1)
- 1022 Rock Climbing/Orienteering (0-2-1)
- 1023 Hiking, Backpacking, and Camping (0-2-1)
- 1024 Yoga (0-2-1)
- 1025 Tai Chi (0-2-1)

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

- 1026 Self Defense (0-2-1)
- 1027 Ice Skating (0-2-1)
- 1028 Orienteering (0-2-1)
- 1029 Beginning Fishing (0-2-1)

**WELL 1201-1299 Team Sports**

- 1201 Basketball (0-2-1)
- 1202 Soccer(0-2-1)
- 1203 Softball(0-2-1)
- 1204 Flag Football (0-2-1)
- 1206 Team Handball (0-2-1)
- 1207 Grass Volleyball (0-2-1)
- 1208 Wallyball (0-2-1)
- 1209 Volleyball (0-2-1)
- 1210 Ice Hockey (0-2-1)

**WELL 1300-1399 Rhythmic Activities**

- 1301 Social/Folk Dance (0-2-1)
- 1302 Square/Country Line Dance (0-2-1)
- 1303 Creative Movement (0-2-1)

**WELL 1400-1500 Aquatics**

- 1400 Beginning Swimming (0-2-1)
- 1401 Fitness Swimming (0-2-1)
- 1402 Diving (0-2-1)
- 1403 Lifeguard Certification (0-2-1)
- 1404 Water Safety Instructor (WSI) (0-2-1)
- 1405 Water Polo (0-2-1)
- 1406 Canoeing (0-2-1)
- 1407 Beginning Scuba (0-2-1)
- 1408 Advanced Scuba (0-2-1)
- 1409 Swimming for Non-Swimmers (0-2-1)

**WELL 1501-1599 Fitness Activities**

- 1501 Aquacise (0-2-1)
- 1502 Step Bench (0-2-1)
- 1503 Aerobic Dance (0-2-1)
- 1504 Body Shaping (Women) (0-2-1)
- 1505 Body Building (Men) (0-2-1)
- 1506 Weight Training (0-2-1)
- 1507 Jogging (0-2-1)
- 1508 Fitness (0-2-1)
- 1509 Pilates (0-2-1)
- 1510 Kickboxing (0-2-1)
- 1528 Bicycling (0-2-1)

**WELL 1600-1699 Special Activities**

- 1601 Adapted Swimming Instruction (0-2-1)
- 1699 Selected Topics (0-2-1)

## WMST - Women's Studies Courses

**WMST 1101**

*Introduction to Women's Studies (3-0-3)*

Introduction to Women's Studies is an interdisciplinary course designed to provide a foundation for the women's studies minor. Instructors are encouraged to use methods and theories from fields such as communications, art, history, sociology, anthropology, literature, psychology, and women's studies to explore women's lives and experiences.

**WMST 2950**

*Selected Topics (3-0-3)*

Seminar in Women's Studies often conducted on an interdisciplinary basis.

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**WMST 3155/PSYC 3155***Psychology of Gender (3-0-3)*

This course will study the construct of gender and how it has been analyzed and investigated in psychology. A multi-cultural perspective will be adopted to examine historical and contemporary theories related to gender psychology. *Prerequisite(s): WMST 1101, PSYC 1101 or PSYC 1103 or PSYC 1105 with a C or better.*

**WMST 3310/ENGL 3310***Women's Literature (3-0-3)*

An examination of a wide range of women writers, both classic and contemporary, with an emphasis on multicultural and/or multidisciplinary approaches. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; WMST 1101.*

**WMST 3336 / SOCI 3336 / CRJU 3336***Women, Crime, and the Criminal Justice System (3-0-3)*

A sociological analysis of women as criminal offenders, victims, and as workers in criminal justice fields. Examines how gender influences criminal law and the practices of criminal justice agencies. Covers historical perspectives on women and crime, the adequacy of contemporary criminological perspectives for explaining female criminality. *Prerequisite(s): WMST 1101 or SOCI 1160; SOCI 1101 or CRJU 1103.*

**WMST 3871/ANTH3871***Sex, Gender, and Culture (3-0-3)*

Information from biophysical anthropology, archaeology, linguistics, and cultural studies is combined in a cross-cultural, evolutionary approach to examine sex and gender roles. *Prerequisite(s): WMST 1101, ANTH 1102 or ANTH 2011 or permission of instructor.*

**WMST 4011/HIST 4011/6011***History of Women (3-0-3)*

This course will examine the history of women in either a geographical or topical approach. It will examine the female role of mother, daughter, sister, and leader in a particular society, such as America, Europe, Asia, Latin America, etc. Or, the course will be centered on a particular cross-cultural topic, such as suffrage, family roles, leaders, religion, etc. In all cases, this course is intended to explore the paradox between the ideal woman and actual treatment of women in a given era, society, culture, or movement. Students taking the graduate level course will be required to complete additional work. May be repeated for credit. *Prerequisite(s): HIST 1111 or 1112 or permission of instructor.*

**WMST 4021/HIST 4021/6021***Gender and Family History (3-0-3)*

This is an in-depth look at the relationship between men and women with particular emphasis on their roles in the family. The course will look at childhood, marriage, work, and cultural practices in a particular period from antiquity to modernity. Primary and secondary sources will provide comparisons between men and women in both the elite and common sectors of society. Students taking the graduate level course will be required to complete additional work. May be repeated for credit. *Prerequisite(s): HIST 1111 or 1112 or permission of instructor.*

**WMST 4120/COMS 4120***Gender and Communication (3-0-3)*

This course explores gendered communication patterns in a variety of contexts and examines how communication creates and reinforces gender. Theories that explain how culture shapes gendered communication and how gendered communication shapes culture will be examined. *Prerequisite(s): WMST 1101; COMC 2010 or permission of instructor.*

**WMST 4310/ENGL 4310***Studies in Feminism (3-0-3)*

A course which uses feminist scholarship to analyze selected texts and topics. *Prerequisite(s): ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; WMST 1101.*

**WMST 4442/SOCI 4442***Gender and Society (3-0-3)*

Sociological insights and concepts will be employed in observing, interpreting, and analyzing the social processes creating, reinforcing and changing gender roles and the statuses of women and men in society. *Prerequisite(s): WMST 1101 and SOCI 1101 or SOCI 1103/PSYC 1103.*

**WMST 4950***Selected Topics (Variable, depending on department)*

A seminar in a particular area of Women's Studies, often conducted on an interdisciplinary basis. *Prerequisite(s): WMST 1101 and Dependent on department.*

**WMST 4960***Undergraduate Internship (Variable, depending on department)*

A service-learning experience based in an off-campus agency or organization. Under the supervision of a faculty member at Augusta State University and a supervisor at a cooperating agency or organization, a student completes specific tasks and acquires specific knowledge and skills related to an area of Women's Studies. *Prerequisite(s): WMST 1101.*

**WMST 4990***Undergraduate Research (Variable, depending on department)*

A major research project exploring a specific topic in Women's Studies under the direction of a supervising instructor. *Prerequisite(s): WMST 1101 and Permission of instructor.*

**WMST 6950***Selected Topics (Variable, depending on department)*

Seminar in a particular area of Women's Studies, often conducted on an interdisciplinary basis. *Prerequisite(s): Permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.

**WMST 6990***Graduate Research (Variable, depending on department)*

A major research project exploring a specific topic in Women's Studies under the close direction of a supervising instructor.

*Prerequisite(s): Permission of instructor.*

Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours. V=variable.



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2007- 2014  
Thirteenth District

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2007- 2011  
First District

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2000- 2009  
State at Large

### **William H. Cleveland**

2001-2009  
State at Large

### **Robert F. Hatcher**

**Vice Chair**  
2006-2013  
State at Large

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2006-2013  
State at Large

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2006- 2013  
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2008-2013  
Ninth District

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2005-2012  
State at Large

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2003-2010  
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Tenth District

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2004-2011  
Second District

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2006-2013  
Eleventh District

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2005-2012  
Fourth District

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2008-2015  
Sixth District

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2006-2013  
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2005-2012  
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2003-2010  
Third District

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Vice President for Student Services  
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Vice President for Development  
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The year concluding the directory entry is the year of hire at ASU.

## **FACULTY**

Abdelnur, Heather J.  
Assistant Professor History  
B.A., M.A., Tulane University; Ph.D., Texas  
Christian University 2007

Agunloye, Olajide O.  
Assistant Professor Educational Leadership  
B.S., M.S., University of Ibadan; Ed.S., University  
of West Georgia; Ph.D., University of Georgia  
2008

Amos, Clinton L.  
Assistant Professor of Marketing  
B.B.A., Northeastern State University; M.B.A.,  
Dallas Baptist University; Ph.D., University of  
North Texas 2008

Anderson, Lori Faye  
Assistant Professor of Special Education  
B.A., M.Ed., Saint Ambrose University; Ph.D.,  
University of Iowa 2007

Anderson-Wiley, Mary Jane  
Assistant Professor of Counselor Education  
B.S., Bridgewater State College; M.Ed, Ph.D.,  
University of New Orleans 2002

Armstrong, Rhonda J.  
Assistant Professor of English  
B.A., Western Kentucky University; M.S., Ph.D.,  
St. Louis University 2009

Axton, Rosemarie  
Director Media Services 1992

Baker, Camilla B.  
Assistant Professor of Library Science  
B.A., Agnes Scott College; M.L.N., Emory  
University 2003

Balogh, Jean D.  
Assistant Professor of Nursing  
A.S.N., B.S.N., M.S.N., University of Nebraska-  
Omaha 1993

Banister, Linda L.  
Professor of Music  
B.S., Valley City State College; M.M., University  
of Missouri at Columbia; D.M., Florida State  
University 1989

Basciano, Peter M.  
Associate Professor of Finance  
B.S.B.A. Youngstown State; M.B.A., Ph.D., Kent  
State University 1999

Bates, Christopher S.  
Assistant Professor of Biology  
B.A., Maryville College of Tennessee; M.S.,  
Ph.D., Georgia State University 2009

Beatty, Cindy L.  
Assistant Professor of Teacher Education  
B.A., M.Ed., Augusta State University 2008

Bell, Christopher D.  
Assistant Professor of Psychology  
B.A., University of Nebraska; M.S., Millersville  
University of Pennsylvania 2007

Benedict, J. Michelle  
Assistant Professor of Mathematics  
B.S., Lambuth College; M.S., Georgia Institute of  
Technology 1981

Benedict, James M.  
Professor of Mathematics  
B.S., M.A., Central Michigan University; Ph.D.,  
Western Michigan University 1976

Bennetts, Stacy T.  
Assistant Professor of Biology  
B.A., Agnes Scott; M.S., East Tennessee State  
University; Ph.D., University of Exeter 2006

Bishku, Michael B.  
Professor of History  
B.A., M.A., University of Florida; Ph.D., New York  
University 1996

Blackwood, Betty J.  
Lecturer in Accounting  
B.S.N., Medical College of Georgia; B.B.A.,  
Augusta State University; M.Acc., University of  
South Carolina 2008

Bledsoe, Robert S.  
Associate Professor of German  
B.A., M.A., Ph.D., University of California –  
Berkeley 2000

Bloodworth, Jr., William A.  
Professor of English and President of the  
University  
B.S., Texas Lutheran; M.A., Lamar University;  
Ph.D., University of Texas – Austin 1993

Bosisio, Matthew J.  
Assistant Professor of Communications  
B.A., University of California –Santa Barbara;  
M.S. Fort Hays State University 2005

Bourdouvalis, Chris  
Professor of Political Science  
B.S., M.A., Ph.D., Florida State University 1990

Brannen, Dalton E.  
Professor of Management  
B.S., M.B.A., University of West Florida; Ph.D.,  
University of Mississippi 1990

Bratton, Angela R.  
Assistant Professor of Anthropology  
B.A., University of Louisville; M.A., Ph.D., Indiana  
University – Bloomington 2005

Brauer, Jurgen  
Professor of Economics  
Diploma Degree, Free University of Berlin; M.A.,  
Ph.D., University of Notre Dame 1991

Brodak, Molly A.  
Lecturer in English  
B.A., Oakland University; M.F.A., West Virginia  
University 2008

Bryant, Clint L.  
Director of Athletics  
B.S., Belmont Abbey College; M.A., Clemson  
University 1988

Busch, Hauke C.  
Assistant Professor of Physics  
B.S., Gonzaga University; M.S., Ph.D., University  
of Colorado, Boulder; M.S., Ph.D., Old Dominion  
University 2005

Cantu-Trunzo, Jennifer M.  
Assistant Professor of Anthropology  
B.A., SUNY-Genesco; B.A., M.A., State University  
of New York; Ph.D., Brown University 2008

Carter, Holly  
Assistant Vice President for International Affairs  
B.S.W., Midwestern State University; M.S.S.W.,  
University of Texas – Arlington; M.Phil.,  
University of Glasgow; M.P.H., Ph.D., University  
of North Texas 2002

Casaleto, Kristin  
Professor of Art  
B.F.A., Ball State University; B.S. Ball State  
University; M.A., Michigan State University;  
M.F.A., Western Michigan University 2000

Christy, Charlotte M.  
Associate Professor of Biology  
B.A., Hendrix College; M.S., University of  
Tennessee; Ph.D., Arizona State University 1995

Clements, Stevan R.  
Cree-Walker Distinguished Professor of  
Communications  
B.A., M.A., Brooklyn College 1999

Cohen, Jacquelyn T.  
Assistant Professor of Mathematics in Learning  
Support  
B.S., Emory University; M.S., University of  
Houston; Ph.D., University of Georgia 1985

Colbert, Thomas M.  
Professor of Physics  
B.A., Kenyon College; M.S., Ph.D., Lehigh  
University 1992

Coleman, Barbara C.  
Professor of Marketing and Associate Dean – Hull  
College of Business  
B.A., Oakland University; M.B.A., Augusta  
College; Ph.D., University of Georgia 1990

Collins, Beverly R.  
Assistant Professor of Nursing  
B.S.N., Northern Illinois University; M.S.,  
University of California - San Francisco;  
Certificate, University of South Carolina 2005

Connolly, Graeme J.  
Assistant Professor of Physical Education  
BS, University of Glasgow; M.Ed., Augusta State  
University 2002

Cook, Sally R.  
Instructor in Reading in Learning Support  
B.S., Georgia State University, M.Ed., Augusta  
State University 2003

Cooke, Jasper  
Director of Public Safety  
B.B.A., Augusta College; M.P.A., Columbus State  
University 1981

The year concluding the directory entry is the year of hire at ASU.

- Cope, Carolyn S.  
Associate Professor of Theater  
B.A., University of Kentucky; M.F.A., University of  
Houston 1999
- Craig, Cynthia M.  
Assistant Professor of Mathematics and Chair,  
Department of Learning Support and Director of  
University College  
B.A., M.Ed., Ed.S., Augusta College 1989
- Crawford, Linda B.  
Assistant Professor of Mathematics  
B.S., Georgia College; M.Ed., Augusta College;  
Ph.D., University of Georgia 1988
- Cromer, Robert B.  
Assistant Professor of Biology  
B.S., University of South Carolina; M.S., Ph.D.,  
Clemson University 2008
- Crookall, Christine E.  
Associate Professor of Music  
B.M., University of British Columbia; M.M.,  
D.M.A., University of Texas – Austin 2001
- Crute, Thomas  
Professor of Chemistry  
B.A., University of Virginia; Ph.D., University of  
South Carolina 1991
- Cushman, Carey A.  
Instructor in Teacher Education  
B.S., M.Ed., Ed.S., Augusta State University  
2008
- D'Ambrogi, Karen Aubrey  
Associate Professor of English  
B.S.E., M.A., University of Central Arkansas;  
Ph.D., University of Southern Mississippi 1990
- Darracott, Charles R.  
Associate Professor of Health & Physical  
Education  
B.S., M.A., Wake Forest University; Ed.D.,  
University of Georgia 1999
- Darracott, Shirley H.,  
Associate Professor of Health & Physical  
Education  
B.A. Furman University; M.A. Wake Forest  
University; Ph.D. University of Georgia 1999
- Datta, Trinanjan  
Assistant Professor of Physics  
B.S. University of Calcutta; M.S., Indian Institute  
of Technology; Ph.D., Purdue University, West  
Lafayette 2007
- Davies, Kimberly A.  
Professor and Chair - Department of Sociology,  
Criminal Justice and Social Work  
B.A. (Woman Studies), B.A. (Sociology), M.A.,  
Ph.D., Ohio State University 1996
- Davis, Richard  
Associate Professor of English  
B.A., Augusta College; M.A. University of Georgia  
1993
- Deaner, Richard G.  
Assistant Professor of Counselor Education  
B.A., University of Virginia; M.Ed., Lynchburg  
College; Ph.D., University of South Carolina  
2007
- Deering, Thomas E.  
Professor of Education  
M.A., University of Illinois; M.Ed., Ed.S., Ph.D.,  
University of Missouri 2004
- Diver, Verna M.  
Lecturer in Biology  
B.S., DMD Medical College of Georgia 2001
- Dodd, William M.  
Professor of English and Associate Vice  
President for Academic Affairs  
B.A., M.Ed., Augusta College; Ed.D. University  
of Georgia 1979
- Dohoney, Paula J.  
Professor of Physical Education and Associate  
Dean – College of Education  
M.Ed., University of Tennessee – Chattanooga;  
D.A., Middle Tennessee State University  
2005
- Dowell, Michael L.  
Associate Professor of Computer Science  
B.S., M.S., Ph.D., University of South Carolina  
2001
- Duignan, Magali M.  
Associate Professor of English in Learning  
Support  
M.A., D.A., State University of New York at Stony  
Brook 1991
- Eisenman, Gordon  
Professor of Early Childhood Education and Chair  
– College of Education  
B.S., M.Ed., Ed.D., University of Georgia 1995
- Evans, Walter E.  
Professor of English  
A.B., A. M., University of Missouri – Columbia;  
Ph.D., University of Chicago 1972
- Fallin, Dicky G.  
Assistant Professor of Music  
B.M., Appalachian State University; M.M. Norfolk  
State University 2007
- Farmer, Kelly H.  
Lecturer in Education  
B.S., Ashbury College; M.Ed., Augusta State  
University 2008
- Filpus-Luyckx, Mary  
Projects Director  
B.S., Mercy College - Detroit; M.B.A., Texas A &  
M University 1995
- Fissel, Mark C.  
Professor of History  
B.A., University of California – Santa Cruz; M.A.,  
Ph.D., University of California – Berkeley 1998
- Flanagan, Peter J.  
Assistant Professor of Political Science  
B.A., Augusta State University; J.D., John  
Marshall Law School; M.A., Pepperdine  
University 2006
- Floyd, Rosalyn W.  
Professor of Music  
B.A., Talladega College; M.M., D.M.A, University  
of South Carolina 1988
- Foley, Allison J.  
Assistant Professor of Criminal Justice  
B.A., Oklahoma State University; Ph.D.,  
University of Colorado – Boulder 2008
- Ford, Shelly A.  
Assistant Professor of Theater  
B.S., Georgia Southern University; M.F.A.,  
University of Memphis 2006
- Foster, Robert L.  
Professor of Music  
B.A., Oakland University; M.Mus., Wayne State  
University 1996
- Franklin, Kimberly H.  
Lecturer in Education  
B.S., University of Georgia; M.Ed., Augusta State  
University 2008
- Freeman, David W.  
Assistant Director of Physical Plant  
B.S., Florida State University, M.S. Troy State  
University 2004
- Freitag, Mark A.  
Assistant Professor of Mathematics  
B.A., Edinboro University; M.S., University of  
Memphis; Ph.D., University of Georgia 2007
- Fritz, David A.  
Assistant Professor of Business  
B.A., Lenoir-Rhyne College; M.B.A., Indiana  
University; M.Div., Luthern School of Theology;  
Ph.D., University of Memphis 2006
- Gardiner, Thomas C.  
Associate Professor of English in Learning  
Support and Assistant Dean Arts and Sciences  
A.B., Davidson College; M.A.T., Vanderbilt  
University; Ph.D., University of Georgia 1984
- Geran, Peggy R.  
Professor of Education  
A.A., Mercer University; M.Ed., Ed.D., University  
of Georgia 1993
- Giardina, Carol L.  
Associate Director of Admissions  
B.A., M.Ed. Wichita State University 1995
- Ginn, Martha  
Assistant Professor of Political Science  
B.A., Western Kentucky University; Ph.D.,  
University of South Carolina 2009
- Goley, Julie  
Director, Career Center  
B.A., M.Ed., University of South Carolina 1992
- Gray, Kimberly F.  
Director, Grants Administration and Sponsored  
Programs  
B.A., Capital University; M.P.A., Augusta State  
University 2005
- Gray, William M.  
Instructor of Education  
B.F.A., Augusta State University; M.Ed.,  
University of Georgia 2005
- Grayson, James M.  
Professor of Management  
B.S., U.S. Military Academy, M.B.A., Ph.D., North  
Texas State University 1992

The year concluding the directory entry is the year of hire at ASU.

Griner, Richard D.  
Associate Professor of Biology and Chair -  
Department of Biology  
B.S., Ph.D., University of Georgia 2000

Griswold, Sara Y.  
Assistant Professor of Spanish  
B.A., National University of Trujillo, M.A.,  
University of Kansas 1986

Gustafson, Robert P.  
Associate Professor of Health and Physical  
Education  
B.S., M.Ed., University of Texas, Ph.D., Texas  
Woman's University 1991

Hammock, Georgina Suzanne  
Associate Professor of Psychology  
A.B., M.S., Ph.D., University of Georgia 2004

Hammond, Augustine  
Assistant Professor of Political Science  
B.Ed., University of Ghana; M.P.A., Ph.D.,  
University of Akron 2006

Hardy, Lurelia A.  
Assistant Professor of Health and Physical  
Education  
B.S., M.A.Ed., Tennessee State University 1984

Hardy, Samuel B.  
Associate Professor of Educational Leadership  
B.S., M.B.A., Ed.D., University of South Carolina  
2002

Harris, Paulette P.  
Cree-Walker Professor of Education and  
Professor of Education  
B.A., M.Ed., Augusta College, Ed.D., University of  
South Carolina 1978

Harrison, Ronnie  
Assistant Professor of Educational Administration  
B.A., Mercer University, M.Ed., Ed.S., Augusta  
State University 2002

Hartmann, J. Quentin  
Assistant Professor of Psychology  
B.A., Maryville College; M.S., Central Washington  
University 2003

Hauger, Joseph A.  
Professor of Physics and Chair - Department of  
Physics and Chemistry  
B.S., University of Wisconsin - Milwaukee, M.S.,  
Ph.D., Purdue University 1996

Hayes, Karen M.  
Instructor of Mathematics in Learning Support  
B.A., Elmira College, M.Ed., Francis Marion  
College 1995

Hayward, Pamela A.  
Associate Professor of Communications and  
Chair - Department of Communications  
B.A., Northeastern Illinois University, A.M., Ph.D.,  
University of Illinois 2001

Heck, Jeff J.  
Automation Librarian/Associate Professor of  
Library Science  
B.S., M.S.L.I.S., University of Tennessee 1995

Heckman, Christina M.  
Associate Professor of English  
B.A., University of Notre Dame; M.A., Ph.D.,  
Loyola University 2004

Hendee, Helen  
Vice President for Development and Alumni  
Relations  
B.A., Augusta College, M.Ed., University of  
Georgia 1985

Hill, Anna J.  
Assistant Professor of Early Childhood Education  
B.A., Eastern New Mexico University; M.A.T.,  
New Mexico State University; Ed.S., Augusta  
State University 2007

Hobbins, J. William  
Professor of Music  
B.Mus., M.Mus., University of North Texas,  
D.M.A., University of Colorado 1995

Hobbs, Donna S.  
Associate Professor of Chemistry  
B.A., University of North Carolina - Chapel Hill,  
Ph.D., Vanderbilt University 1992

Hobbs, Stephen H.  
Professor of Psychology  
B.A., Stetson University, M.S., Ph.D., University  
of Georgia 1972

Hoffman, Todd A.  
Assistant Professor of English  
B.A., University of California - San Diego; M.A.,  
University of New Hampshire; Ph.D., Purdue  
University 2006

Hollingsworth, Priscilla  
Professor of Art  
A.B., Princeton University, M.F.A., Indiana  
University - Bloomington 1993

Holmes, Willene C.  
Director of Financial Aid  
B.B.A., West Georgia College 1987

Holt, Deltrye E.  
Assistant Professor of Mathematics  
B.S., Clark University, M.A., University of Georgia  
1991

Hoosain, Emamuddin  
Associate Professor of Mathematics Education  
M.A., University of London, Ph.D., Ohio State  
University 2000

Howard, Donald P.  
Professor of Management  
B.S., M.B.A., University of South Carolina 1989

Howard, Eddie, Jr.  
Director of Student Activities  
B.F.A., Valdosta State University, M.S., University  
of Georgia 2004

Hoyos-Salcedo, Pedro Pablo  
Associate Professor of Spanish  
B.A., Universidad Santiago de Cali., M.A.,  
University of Massachusetts, Ph.D., University of  
Nebraska - Lincoln 1995

Huggins, Elizabeth W.  
Instructor of Study Skills  
B.A., Furman University, M.Ed., University of  
Georgia 2001

Huisman-Jezowski, Shirley J.  
Assistant Professor of Social Work  
B.A., Dordt College; M.S.W., Syracuse University;  
Ph.D., University of South Carolina 2007

Hunt, H. David  
Assistant Professor of Sociology  
B.S., M.S., Brigham Young University of Utah;  
Ph.D., University of Illinois - Urbana 2009

Hunter, Carol E.  
Assistant Professor of Nursing  
B.S.N., University of Hawaii; M.S.N., University of  
Colorado 2007

Ibrahim, Nabil A.  
Grover C. Maxwell Professor of Business  
Administration/Professor of Management  
B.A., University of Pittsburgh, M.A., Duquesne  
University, Ph.D., (Political Science) Emory  
University, M.B.A., Ph.D., (Business  
Administration) Georgia State University 1987

Ingraham, Carolyn K.  
Director of Continuing Education  
B.S., University of Maine at Orono, J.D.,  
University of Georgia 1987

Isaacs, Albertus J.  
Assistant Professor of Educational Leadership  
B.Ed., University of Namibia; M.A., Central  
Michigan University; Ph.D., Florida State  
University 2008

Jackson, Charles C.  
Professor of Education  
B.A., Wayne State University, M.Ed., Ed.D.,  
University of Cincinnati 1995

Jackson, Pamela Z.  
Professor of Accounting  
B.S.Ed., University of Georgia, M.B.A., Augusta  
College, Ph.D., University of Georgia 1982

Janit, Adrian S.  
Assistant Professor of Psychology  
B.A., Weber State University; M.A., Ph.D.,  
Northern Illinois University 2007

Jarman, Robert O.  
Associate Professor of Mathematics and  
Computer Science and Associate Dean Arts &  
Sciences  
B.S., Drexel University, M.B.A., Syracuse  
University, D.B.A., Mississippi State University  
1990

Jenks, Charles E.  
Professor of Social Science Education  
B.S.Ed., M.A., University of South Carolina,  
Ed.D., University of Georgia 1999

Johnson, Edgar D. III  
Associate Professor of Communications  
B.A., Oregon State University; Ph.D., University  
of Iowa 2004

The year concluding the directory entry is the year of hire at ASU.

- Johnson, Keith L.  
Assistant Professor of English  
B.A., Brigham Young University of Utah; M.A.,  
PhD, Boston University 2009
- Johnson, Lillie B.  
Professor of English and Chair – Department of  
English and Foreign Languages  
B.A., Augusta College, M.A., University of  
Chicago, Ph.D., University of Georgia 1972
- Johnston, Robert L.  
Professor of Sociology  
B.S., M.A., University of Louisville, Ph.D., Virginia  
Polytechnic Institute and State University 1986
- Joiner, Douglas E.  
Lecturer in Communications  
B.A., Augusta State University; M.F.A., Virginia  
Commonwealth University 2001
- Jones, Joyce  
Vice President for Student Services and Dean of  
Students  
B.A., Texas Woman's University, Ph.D., University  
of Nebraska 1998
- Jones, Martin D.  
Professor of Music  
B.M., California State University – North Ridge,  
M.M., D.M.A., Johns Hopkins University 1998
- Kelliher, Michele W.  
Assistant Professor of English in Learning  
Support  
B.A., M.A., George Mason University, Ph.D.,  
Catholic University of America 1995
- Kellman, Lewen Anthony  
Professor of Creative Writing  
B.A., University of the West Indies, M.F.A.,  
Louisiana State University 1989
- Kirk, Rebecca  
Instructor of Management Information Systems  
B.S., M.S., Georgia State University 1991
- Kisting, Wesley R.  
Assistant Professor of English  
B.A., Marquette University; M.A., Ph.D.,  
University of Iowa 2007
- Lavin, Aisha  
Director of Budgets  
B.S., M.P.A., Augusta State University 2000
- Leightner, Jonathan E.  
Professor of Economics  
B.A., M.A., Baylor University, Ph.D., University of  
North Carolina 1989
- Leveziel, Frederic C.  
Assistant Professor of Spanish  
B.A., Universitae De Caen; A.M., Washington  
University-St. Louis 2008
- Loda, Marsha D.  
Assistant Professor of Marketing  
B.A., M.A., University of Memphis; Ph.D.,  
Clemson University 2007
- Lord, Edward W.  
Assistant Professor of Education and Chair  
- Department of Educational Leadership,  
Counseling, and Special Education  
B.A., Augusta State University; M.Mus, Ed.S.,  
Ph.D, University of South Carolina 2006
- Lorenti, Sharon L.  
Assistant Professor of Nursing  
A.D., Lansing Community College, B.S.N.,  
M.S.N., Medical College of Georgia 2004
- Luke, Virginia K.  
Associate Director of Counseling, Testing and  
Disability Services  
B.A., M.S., Augusta College 1986
- Luoma, Keith E.  
Assistant Professor of Mathematics in Learning  
Support  
A.A., Macomb Community College, B.S.,  
University of Detroit, M.S., George Mason  
University 1988
- MacTaggart, Alan C.  
Professor of Art and Chair - Department of Art  
B.A., Pratt Institute; M.A., East Tennessee State  
University; M.F.A., Clemson University 2009
- Maloney, Maxine  
Associate Athletic Director for Business and  
Finance  
A.A.S., Wingate University, B.B.A., Mercer  
University 1984
- Matson, Werner (Chip)  
Director of Information Technology Services  
B.A., M.B.A., Augusta State University 2000
- Mays, Robert  
Director of Counseling, Testing and Disability  
Services  
B.A., M.A., South Carolina State University,  
Ph.D., University of Georgia 1993
- McClelland-Nugent, Ruth E.  
Assistant Professor of History  
B.A., Franklin College; Ph.D., Dalhousie  
University 2005
- McKethan, Tamara L.  
Assistant Professor of Nursing  
A.S., Oakwood College; B.S., Southern Adventist  
University; M.S.N., University of Phoenix 2008
- Medcalfe, Simon K.  
Assistant Professor of Finance  
B.A., M.S., University of Leicester 2008
- Medley, Mary Dee  
Associate Professor of Mathematics and  
Computer Science  
B.A., Lake Forest College, M.S., University of  
Illinois, Ph.D., University of Georgia 1986
- Merriweather, Jeanette G.  
Assistant Professor of Nursing  
B.S.N., M.S.N., Medical College of Georgia  
2004
- Miao, Shaobin  
Assistant Professor of Chemistry  
B.S., Xinjiang Normal University; M.S., University  
of Science and Technology of China; Ph.D.,  
University of South Carolina 2008
- Miller, Jeffrey R.  
Professor of Accounting  
B.B.A., M.B.A., Southwest Texas State University;  
Ph.D., Louisiana State University, C.P.A. 1993
- Miller, Marc D.  
Professor of Business Administration and Dean –  
Hull College of Business  
B.B.A., M.B.A., Augusta College, Ph.D., Auburn  
University 1999
- Miller, Randall D.  
Associate Professor of Public Administration  
B.S., Illinois State University; M.A., Governors  
State University; D.P.A., University of Illinois  
2003
- Mixon, Wayne  
Professor of History  
B.A., M.A., University of South Carolina, Ph.D.,  
University of North Carolina 1996
- Mobley, Karen A.  
Director of Student Development  
B.S., M.Ed., University of South Carolina 2001
- Morgan, Angela Lynn  
Professor of Music and Chair – Department of Art  
B.M., University of Tennessee, M.M., D. M.,  
Florida State University 1995
- Murray-Pendergraft, Elizabeth C.  
Associate Professor of Early Childhood Education  
B.A., M.Ed., Augusta State University 1998
- Myers, Patricia A.  
Lecturer in Music  
B.M., Augusta State University, M.M., University  
of North Texas 2003
- Myers, Stephanie A.  
Professor of Chemistry  
B.S., Adrian College, M.S. Ph.D., University of  
Florida 1993
- Nakashima, Thomas V.  
William S. Morris Eminent Scholar – Professor  
of Art  
B.A., Loras College, M.A., M.F.A., University of  
Notre Dame 2002
- Nelson, William N.  
Director of Library and Professor of Library  
Science  
B.A., Centenary College, M.A., M.L.S., Ph.D.,  
Louisiana State University 1993
- Ness, Robert C.  
Lecturer in Sociology  
A.B., Colgate University, M.A. (Anthropology),  
M.A., (Sociology), Ph.D., University of  
Connecticut 2004
- O'Connor, Michael P.  
Assistant Professor of Special Education  
B.A., M.Ed., Louisiana State University 2006
- Onofrio, Jennifer Lynn  
Professor of Art  
B.F.A., University of Wisconsin, M.F.A., University  
of California – Davis 1999

The year concluding the directory entry is the year of hire at ASU.

- Ortiz, Gaye W.  
Lecturer in Communications  
A.A., San Antonio College; B.A., University of  
Leeds; T.H.M., Edinburg University 2003
- O'Shea, John J.  
Special Collections Librarian/Assistant Professor  
of Library Science  
B.A., Augusta College, M.L., University of South  
Carolina 1983
- Padgett, Betty R.  
Assistant Director of Financial Aid 1988
- Page, Cecil S.  
Assistant Professor of Curriculum/Instruction  
B.A., Ed.S., Augusta State University; M.Ed.,  
Georgia Southern University 2008
- Parham, Robert R.  
Professor of English and Dean – College of Arts  
and Sciences  
B.A., Belmont University; M.S., Ph.D., Florida  
State University 2004
- Paul, Emily E.  
Assistant Professor of Nursing  
B.S.H.E., University of Georgia; B.S.N., M.N.,  
Medical College of Georgia 2003
- Payne, Yadira V.  
Assistant Professor of Library Science  
B.A., Augusta State University; M.S., Drexel  
University 2008
- Pollingue, Alice  
Professor of Education  
B.A., M.A., Ed.D., University of Alabama 1992
- Poppeliers, Christian J.  
Assistant Professor of Physics  
B.S., Purdue University; M.S., Portland State  
University; Ph.D., Indiana University-Bloomington  
2007
- Powell, Melissa A.  
Assistant Professor of Sociology  
B.A., M.A., Southern Illinois University 2008
- Powell-Williams, Todd A.  
Assistant Professor of Sociology  
B.A., Kent State University; M.A., Ohio University  
2008
- Prettelt, Angela S.  
Director of Accounting Services  
B.B.A., Augusta College 1980
- Price, Charlotte R.  
Professor of Nursing and Chair – Department of  
Nursing  
B.S.N., M.S.N., Medical College of Georgia,  
Ed.D., Nova Southeastern University 1989
- Prinsky, Norman R.  
Associate Professor of English  
B.A., Reed College, M.A., Ph.D., University of  
California at Irvine 1979
- Pukis, Rick E.  
Associate Professor of Communications  
B.A., Columbia College, B.S.C., DePaul  
University, M.S., University of Montana 2001
- Ratan, Sudha  
Professor of Political Science and Chair –  
Department of Political Science  
B.A., B.L., University of Madras, Ph.D., University  
of South Carolina 2002
- Reed, Paula M.  
Instructor of English in Learning Support  
B.S., Slippery Rock State College, M.S.,  
Duquesne University 2003
- Reese, William A.  
Professor of Sociology  
B.S., M.A., University of Houston, Ph.D.,  
University of Arizona 1989
- Reeves, Robert A.  
Professor of Psychology  
B.A., Augusta College, M.A., Appalachian State  
University, Ph.D., University of Georgia 1981
- Reich, Nickie B.  
Lecturer in Mathematics  
B.A., M.S., University of Mississippi 1996
- Reid, Camilla B.  
Assistant Professor of Library Science &  
Associate Director – Reese Library  
B.A., Samford University; M.S., University of  
North Carolina 2003
- Reinke, Sandra J.  
Professor of Public Administration  
B.B.A., M.S., D.P.A., University of Alabama 1999
- Richardson, Deborah S.  
Professor of Psychology  
B.S., Virginia Commonwealth University, M.A.,  
College of William & Mary, Ph.D., Kent State  
University 2001
- Richardson, Samuel  
Assistant Professor of Mathematics in Learning  
Support  
B.S., Morris College, M.A.T., Morgan State  
University, Ed.D., South Carolina State University  
1987
- Ricketson, Fred  
Campus Architect  
B.S., Southern College of Technology, M.B.A.,  
Augusta State University 2000
- Roberts, Jennie B.  
Assistant Professor of Nursing  
B.S.N., Medical College of Georgia, M.S.A.,  
Central Michigan University, M.S.N., University of  
Texas Health Science 2002
- Robertson, J. Duncan  
Professor of French and Spanish  
B.A., Yale University, Ph.D., Princeton University  
1990
- Robillard, Diana L.  
Assistant Professor of Nursing  
B.S.N, M.S., University of Michigan 2007
- Robinson, Sam L.  
Professor of Mathematics and Chair –  
Department of Mathematics and Computer  
Science  
B.S., University of North Carolina – Charlotte,  
Ph.D., Virginia Polytechnic Institute and State  
University 1999
- Roe, Karen J.  
Professor of Military Science and Chair –  
Department of Military Science  
B.S., United States Military Academy; M.S.A.,  
Central Michigan University; M.A., Naval War  
College 2008
- Rogers, Rebecca Lynn  
Associate Professor of Clinical Psychology  
B.A., University of South Florida, M.A., Ph.D.,  
University of North Texas 1999
- Root, William L.  
Assistant Professor of Education  
B.S., Western Michigan University; M.S.,  
University of Texas; ED.D., University of Toledo  
2006
- Rosier, Therese  
Associate Vice President for Plant Operations  
B.S., North Carolina State University, M.B.A.,  
Augusta State University 1995
- Rossi, Nicole E.  
Assistant Professor of Psychology  
B.A., Mount Holyoke University; M.A., Brandeis  
University; M.A., University of New Hampshire  
2007
- Rust, Brian L.  
Professor of Art  
A.A., Columbia Basin College, B.F.A., University  
of Washington, M.F.A, University of California –  
Berkeley 1991
- Rychly, Carol J.  
Associate Professor of Mathematics and  
Assistant Chair – Department of Mathematics/  
Computer Science  
B.A., Agnes Scott College, M.S., Louisiana State  
University, Ph.D., University of South Carolina  
2004
- Sadenwasser, Tim L.  
Associate Professor of English  
B.B.A., University of Wisconsin-Madison, M.A.,  
Ph.D., University of North Carolina – Chapel Hill  
2002
- Sandarg, Janet I.  
Professor of Spanish  
B.A., M.A., Ph.D., University of North Carolina –  
Chapel Hill 1981
- Saul, Bruce M.  
Professor of Biology  
B.S., Augusta College, M.S., Ph.D., University of  
Tennessee – Knoxville 1991
- Schenck, Paulette M.  
Assistant Professor of Counselor Education  
B.S, M.S., South Dakota State University 2007
- Schofe, Kathy D.  
Director of Public Relations and Publications  
B.A., M.S., Columbus College 1995
- Schultz, Susan F.  
Assistant Professor of Physical Education  
Pedagogy  
B.S., University of Mary Hardin-Baylor; M.S.,  
Baylor University; Ph.D., University of Idaho  
2007

The year concluding the directory entry is the year of hire at ASU.

- Schultz, Todd A.  
Professor of Business Administration  
B.S., Georgia Institute of Technology, M.S.E.,  
Ph.D., Johns Hopkins University 1987
- Schwartz, Michael  
Professor of History and Philosophy of Art  
B.A., Rutgers College, M.A., M.Phil., Ph.D.,  
Columbia University 1991
- Searles, Michael  
Assistant Professor of History  
B.A., Southern Illinois University, M.A., Howard  
University 1990
- Sethuraman, Sankara  
Professor of Mathematics  
B.S.C, M.S., University of Madras, Ph.D.,  
University of Georgia 1991
- Sexton, Joanne  
Assistant Professor of Computer Science  
B.S., Rutgers University, M.A., Naval War College  
1999
- Shivers, Louise  
Writer-In-Residence  
Department of English and Foreign Languages  
Short, Raymond S.  
Assistant Professor of Military Science  
B.A., Augusta State University 2007
- Shotwell, Clayton M.  
Professor of Music  
B.A., Hastings College, M.A., Ph.D., University of  
Minnesota 1994
- Siegel, Philip H.  
Professor of Accounting and Knox Distinguished  
Chair  
B.S., University of Miami; M.B.A., University of  
Cincinnati; D.B.A., University of Memphis 2009
- Simoneau, Suzanne N.  
Lecturer in Biology  
B.S., Clemson University; M.Ed., University of  
South Carolina 1999
- Skeen, Tremaine T.  
Lecturer in Mathematics  
B.S.Ed., M.A., University of Georgia 2004
- Sladky, Paul D.  
Associate Professor of English  
B.A., Southern Illinois University, M.A., (English),  
M.A., (Linguistics) University of Texas 1989
- Sligar, John C.  
Associate Professor of Mathematics  
B.S., University of Houston, M.S., University of  
North Carolina – Chapel Hill, Ph.D., University of  
Georgia 1990
- Slone, Francisca M.  
Assistant Professor of Nursing  
B.S.N, University of Maryland; M.S.N., Catholic  
University of America 2007
- Smalley, Robert  
Assistant Professor of Accounting  
B.B.A., M. Acc., University of Georgia 2000
- Smith, Neal O.  
Associate Professor of Mathematics  
B.S., Bradley University; M.S., Miami University;  
Ph.D., University of Tennessee 2004
- Smith, Philip L.  
Associate Professor of Educational Research  
B.S., M.S., Indiana University; Ph.D., University  
of Illinois 2007
- Snyder, Dianne C.  
Associate Professor of Biology  
B.S., Mississippi College; M.S., Ph.D., Tulane  
University 1992
- Stallmann, Cornelius  
Assistant Professor of Mathematics  
B.A., University of North Carolina – Asheville,  
Ph.D., University of Tennessee 1998
- Stephens, Carolyn E.  
Assistant Professor of Special Education  
B.A., Allegheny College; M.Ed., Catholic  
University of America; Ph.D., University of  
Georgia 2006
- Stephens, Chad E.  
Assistant Professor of Chemistry  
B.S., Augusta State University, Ph.D., University  
of South Carolina 2005
- Stephens, Shannon  
Counselor/Internship Coordinator  
B.S., Lander University, M.S., Augusta State  
University 1994
- Stewart, Jacquelyn E.  
Director of Institutional Research  
B.A., Fayetteville State University, M.A., Webster  
University 1989
- Styron, W. Joey  
Associate Professor of Accounting  
B.B.A., University of Houston, M.S., Ph.D., Texas  
A & M University 1991
- Sullivan, John  
Assistant Athletic Director for Sports Medicine  
1988
- Sullivan, Samuel  
Professor of Physics and Vice President for  
Academic Affairs  
B.S., North Carolina Central University, M.S.,  
Ph.D., Howard University 2002
- Sunderland, Fran  
Associate Registrar  
B.S., University of Kansas, M.Ed., Augusta State  
University 1993
- Sutherland, Nancy E.  
Assistant Professor of English  
B.A., Vanderbilt University, M.A.T., Emory  
University 1975
- Sweeney, Katherine H.  
Registrar and Director of Admissions  
B.A., M.P.A., Augusta State University 1993
- Terry, Christine H.  
Assistant Professor of Biology  
B.S., University of Massachusetts-Amherst; M.S.,  
Ph.D., University of Wisconsin-Madison 2005
- Terry, Christopher A.  
Assistant Professor of Mathematics  
B.A., Erskine College, M.S., Ph.D., University of  
Virginia 1998
- Thiruvaiyaru, Dharma  
Associate Professor of Mathematics  
B.S., M.S., University of Madras, Ph.D.,  
University of Georgia 1991
- Thomas, Kelly  
Director, Maxwell Performing Arts Theatre  
B.A., North Central College 2005
- Thompson, Barry R.  
Associate Professor of Science Education  
B.S., Penn State University, M.Ed, Ph.D.,  
University of Virginia 2000
- Thompson, Kathryn T.  
Director of Enrollment Management  
B.A., M.S., Augusta College 1978
- Thurman, Gina H.  
Assistant Dean of Students  
B.B.A., Augusta College, M.Ed., Augusta State  
University 1989
- Topolski, Richard L.  
Associate Professor of Psychology  
B.A., State University of New York – Buffalo,  
M.A., Ph.D., S.U.N.Y. – Binghamton 1996
- Trunzo, Jennifer M.  
Assistant Professor of Archaeology  
B.A., State University of New York, Genesco;  
B.A., M.A., State University of New York,  
Buffalo; Ph.D., Brown University 2008
- Tugmon, Cathy R.  
Associate Professor of Biology  
A.A., Allan Hancock College, B.A., California  
State University – Chico, M.S., Midwestern State  
University, Ph.D., University of New Hampshire  
1993
- Turner, Wendy J.  
Associate Professor of History  
B.A., M.A., California State University –  
Sacramento, M.A., Ph.D., University of California  
– Los Angeles 2001
- Van Tuyll, Debra R.  
Professor of Communications  
A.B., University of Montevello, M.A., University  
of Alabama, Ph.D., University of South Carolina  
1992
- Van Tuyll, Hubert P.  
Professor of History  
B.A., University of Montevello, J.D., Duke  
University, Ph.D., Texas A & M University 1991
- Veldboom, Betsy J.  
Instructor of Mathematics in Learning Support  
B.S., M.Ed., Augusta State University 2005
- Veldboom, Betsy J.  
Instructor in Learning Support  
B.S., M.Ed., Augusta State University 2005
- Verburg, Fay L.  
Coordinator of Reference Services and Assistant  
Professor of Library Science  
B.A., West Georgia College, M.S.L.S., University  
of Tennessee 1995

The year concluding the directory entry is the year of hire at ASU.

Wang, Ying  
Associate Professor of Mathematics  
B.A.M.S., Tianjin Tech University, M.A., Eastern  
New Mexico University, Ph.D., New Mexico State  
University 2004

Wear, Donna J.  
Professor of Biology  
B.S., Shorter College, M.A., Appalachian State  
University, Ph.D., Mississippi State University  
1995

Weiss, Steven D.  
Associate Professor of Philosophy  
A.B., University of Illinois; M.A., Ph.D., University  
of Wisconsin 2002

Wellnitz, William R.  
Professor of Biology  
M.A., Colorado University, B.S., Ph.D., Cornell  
University 1980

White, Sanford D.  
Assistant Professor of Social Work  
A.A., Anderson College; A.B., University of  
Georgia; M.Div., Southern Baptist Theological  
Seminary; M.S.W., University of Louisville; Ph.D.,  
Florida State 2007

Whitfield, N. Dan  
Vice President for Business Operations  
B.B.A., Augusta College 1999

Whiting, Raymond A.  
Professor of Political Science and Assistant Vice  
President for Institutional Effectiveness  
B.A., J.D., Ph.D., Syracuse University 1990

Whittle, Stephen T.  
Assistant Professor of Mathematics in Learning  
Support  
A.S., Coastal Georgia Community College, B.S.,  
M.Ed., Georgia Southern College 1984

Widner, Sabina C.  
Professor of Psychology and Acting Chair –  
Department of Psychology  
B.A., University of Kentucky, M.A., Wake Forest  
University, Ph.D., University of Georgia 1995

Williams, Melissa T.  
Assistant Professor of Nursing  
B.S.N., M.S.N., University of South Carolina  
1993

Williams, Seretha D.  
Associate Professor of English  
B.S., Northwestern University, M.A., Ph.D.,  
University of Georgia 1998

Williams-Whiting, Janice W.  
Professor of Art  
B.F.A. University of Georgia, M.F.A., Indiana  
State University 1981

Wilson, Judi H.  
Associate Professor of Early Childhood Education  
and Chair- Department of Teacher Education  
M.Ed., Ed.S., University of Georgia, Ed.D.,  
Georgia Southern University 2003

Wish, Karen W.  
Assistant Professor of Health and Physical  
Education and Chair - Department of Kinesiology  
and Health Science  
B.S., California State Polytechnic University;  
M.S., University of Texas; Ph.D., Texas Tech  
University 2007

York, Paul T.  
Assistant Professor of Management Information  
Systems  
B.B.A., University of Georgia 2008

Zhang, Grace  
Assistant Professor of Management Information  
Systems  
B.A., Nankai University; M.B.A., University of  
Oklahoma; Ph.D., University of North Texas 2008

Ziobrowski, Brigitte J.  
Professor of Finance  
B.S., University of Arkansas, M.A., University of  
Akron, Ph.D., Kent State University 1991

Zuckerman, Eric J.  
Associate Professor of Chemistry  
B.S., M.S., Michigan State University, Ph.D.,  
Purdue University 2001

## Emeritus Faculty

Barnabei, Fred  
Professor Emeritus of Teacher Development  
and Vice President Emeritus for Business and  
Student Services  
A.B., John Carroll University; M.S., Ed.D.,  
University of Tennessee

Bateman, Marian C.  
Director of Public Relations & Publications  
Emerita

Bickert, James H.  
Associate Professor Emeritus of Biology  
B.S., M.S., University of Dayton – Ohio; Ph.D.,  
University of Tennessee

Black, Diane R.  
Coordinator, Technical Services/ Assistant  
Professor Emerita of Library Science  
B.S., Augusta College; M.L.I.S., University of  
South Carolina

Blackwell, Barbara  
Associate Professor Emerita of Education  
B.S., Howard University; M.A., Ph.D., University  
of Connecticut

Blanchard, Mary Kathleen G.  
Professor Emerita of French  
B.A., Western Michigan University, M.A.,  
Middlebury College; Ph.D., University of North  
Carolina – Chapel Hill

Bowsher, Harry F.  
Professor Emeritus of Physics  
B.S., M.S., Ph.D., Ohio State University

Bramblett, Richard M.  
Associate Professor Emeritus  
B.I.E., M.S.I.E., Ph.D., Georgia Tech

Brown, Albert M.  
Associate Professor Emeritus of Mathematics  
B.S., University of West Alabama, M.A.,  
(Education), M.A., (Mathematics) University of  
Alabama

Burau, Dennis W.  
Assistant Professor Emeritus of Health and  
Physical Education  
B.Ed., M.Ed., Georgia Southern University

Bustos, Roxann R.  
Associate Professor Emerita of Reese Library  
B.A, M.A., University of Rochester. M.L.  
University of South Carolina

Cahoon, Delwin D.  
Professor Emeritus of Psychology  
B.A., Ph.D., University of Minnesota

Callahan, Helen  
Professor Emerita of History  
B.A., Augusta College, M.A., Ph.D., University of  
Georgia

Capers, Emily S.  
Assistant Professor Emerita of Nursing  
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The year concluding the directory entry is the year of hire at ASU.



- Case, Charles E.  
Associate Professor Emeritus of Sociology  
B.A., University of Connecticut; M.A., City  
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of South Carolina
- Chen, George P.  
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B.A., National Taiwan University, M.A., Ph.D.,  
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Emeritus, Department of Chemistry and Physics  
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University of Georgia
- Fanning, C. Elizabeth  
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- Flowers, III, John B.  
Vice President for University Advancement,  
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- Freeman, Robert N.  
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- Garvey, James W.  
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- Godin, Jean W.  
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- Gordon, Judith E.  
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and Dean Emeritus – School of Business  
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- Holloman, C. Russell  
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Professor Emerita of English and Dean Emerita  
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Ph.D., University of South Carolina

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Widener, Jr., Jackson K.  
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Administration and Deam Emeritus- College of  
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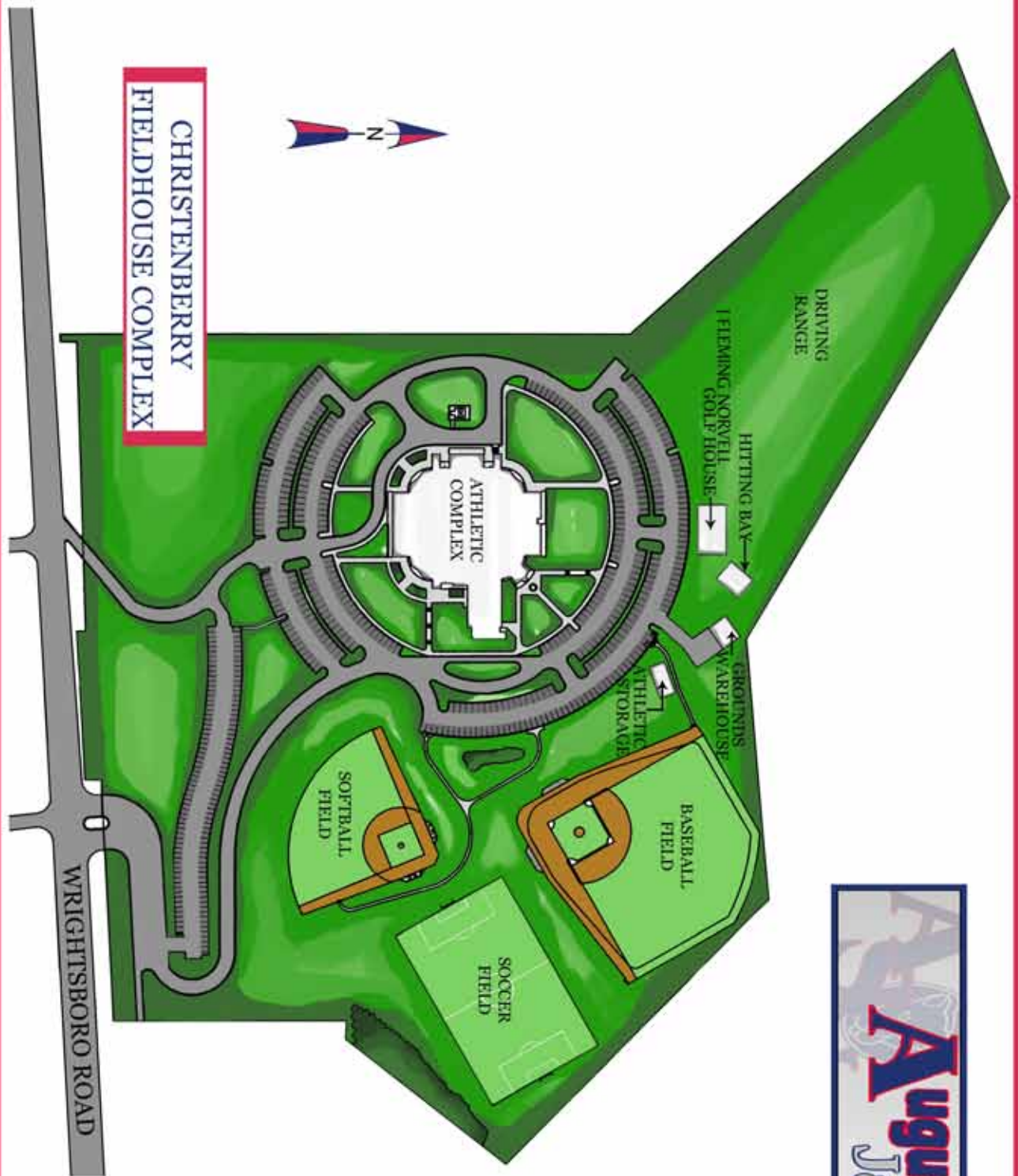
Williams, Roscoe  
Dean Emeritus of Student Affairs  
B.A., Paine College, M.A., Fisk University, Ph.D.,  
University of South Carolina

Wood, Gwendolyn Y.  
Associate Professor Emerita of Political Science  
A.B.J., M.A., D.P.A., University of Georgia

The year concluding the directory entry is the year of hire at ASU.

- PARKING LOT NUMBERS**
- 1 UNIVERSITY HALL
  - 2 ADMINISTRATION HALL, WEST SIDE
  - 3 ADMINISTRATION HALL, EAST/WEST SIDE
  - 4 SERVICE LIBRARY
  - 5 FRONT OF CENTRAL UTILITY PLANT
  - 6 MAJOR ENTRY-CENTRIC
  - 7 MEDICAL LIBRARY (HANGAR)
  - 8 POOL
  - 9 LOT 10 AT MCCONNELL OF EAST LOT
  - 10 PATIOX OF SERVICE BUILDINGS
  - 11 PUBLIC SAFETY
  - 12 ARCHIVAL ART LOT
  - 13 ASSASSIN HALL
  - 14 ALLWOOD HALL, HANGAR/PARKING LOT
  - 15 MCCONNELL PERFORMANCE ARTS THEATRE
  - 16 THE ARTS CENTER
  - 17 MCCONNELL THEATRE SERVICE AREA
  - 18 MCCONNELL ACADemy HOUSE LOT
  - 19 ALUMNI DEVELOPMENT AREA (OFF-CAMPUS ST)
  - 20 ALUMNI DEVELOPMENT
  - 21 LOT 10 AT MCCONNELL OF WEST LOT
  - 22 SCIENCE HALL
  - 23 BOTANY/ENTOMOLOGY HALL AT ZOVAG BE
  - 24 COMMUNICATION HALL AT HOOVER ST
- CODE BLUE EMERGENCY PHONES**
- ASU
  - AUTOMATIC EXTERNAL DEFIBILLATOR





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Mr. Dan Whitfield, Vice President, 706-737-1770

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Dr. Joyce A. Jones, Vice President, 706-737-1411

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Dr. Robert R. Parham, Dean, 706-737-1738

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**ART** (Washington Hall)  
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**BIOLOGY** (Science Building)  
Dr. Richard Griner, Chair, 706-737-1539

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EDUCATION** (University Hall)  
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**HISTORY, ANTHROPOLOGY, AND PHILOSOPHY** (Allgood Hall)  
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**KINESIOLOGY AND HEALTH SCIENCE** (Christenberry Field House)  
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**MATHEMATICS AND COMPUTER SCIENCE** (Allgood Hall)  
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**MILITARY SCIENCE** (Galloway Hall)  
Major Karen Roe, Chair, 706-737-1643

**MUSIC** (Fine Arts Building)  
Dr. Angela L. Morgan, Chair, 706-737-1453

**NURSING** (University Hall)  
Dr. Charlotte Price, Chair, 706-737-1725

**POLITICAL SCIENCE** (Allgood Hall)  
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**TEACHER EDUCATION** (University Hall)  
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## **CAMPUS SERVICES**

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(Washington Hall)  
Ms. Kathryn T. Thompson, Director,  
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Ms. Katherine H. Sweeney, Director,  
706-737-1632

### **ATHLETICS** (Christenberry Field House)

Mr. Clint Bryant, Athletics Director,  
706-737-1626

### **BOOKSTORE** (Washington Hall)

Mr. Karl Munschy, Director,  
706-737-1611

### **BUDGETS** (Fanning Hall)

Ms. Aisha Lavin, Director,  
706-667-4170

### **BUSINESS OFFICE** (Fanning Hall)

Mr. N. Dan Whitfield, Vice President for Business Operations,  
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### **CAREER CENTER** (Boykin Wright Hall)

Ms. Julie Goley, Director,  
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### **CAMPUS DINING**, (Washington Hall)

Ms. Cyndy Wilson, Sodexo Services,  
706-737-1599

### **CENTRAL OFFICE SUPPLY** (Warehouse 204)

Mr. Leon Smith, Manager,  
706-737-1478

### **CHRISTENBERRY FIELD HOUSE** (3109 Wrightsboro Rd.)

Mr. Jason Gribek, Events Coordinator,  
706-667-4950

### **CONTINUING EDUCATION** (Galloway Hall)

Ms. Carolyn K. Ingraham, Director  
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### **COPY CENTER** (Warehouse 204)

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### **COUNSELING CENTER** (Boykin Wright Hall)

Dr. Robert Mays, Director,  
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### **ENVIRONMENTAL HEALTH AND SAFETY** (Plant Operations Office)

Mr. James M. Smith, IV, Coordinator,  
731-7934

### **FINANCIAL AID** (Payne Hall)

Ms. Willene Holmes, Director  
706-737-1431

### **FIRST YEAR EXPERIENCE** (Jaguar Student Activities Center)

Ms. Ashley Cooper, Coordinator  
706-729-2174

### **FOOD SERVICES** (see - Campus Dining)

### **GRANTS ADMINISTRATION AND SPONSORED PROGRAMS**

(Payne Hall)  
Ms. Kimberly Gray, Director,  
706-729-2327

### **HUMAN RESOURCES** (Personnel Services Office)

Mr. Walt Alexanderson, Director,  
706-737-1763

### **INFORMATION TECHNOLOGY SERVICES** (University Hall)

Mr. Chip Matson, Director,  
706-737-1484

### **INSTITUTIONAL RESEARCH** (Reese Library)

Ms. Jacquelyn E. Stewart, Director,  
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### **INTERNATIONAL STUDENT ADVISING** (Bellevue Hall)

Ms. Gina Thurman,  
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### **LIBRARY** (Reese Library)

Dr. William N. Nelson, Director,  
706-737-1745

### **MAIL ROOM** (Warehouse 204)

Mr. Alonza T. Gray, Mail Clerk,  
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### **MAXWELL PERFORMING ARTS THEATRE**

Mr. Kelly Thomas, Director,  
706-729-2310

### **MEDIA SERVICES** (University Hall)

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### **PHYSICAL PLANT** (Plant Operations Office)

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### **PUBLIC RELATIONS AND PUBLICATIONS** (Rains Hall)

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### **PUBLIC SAFETY** (Public Safety Office)

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### **RADIO STATION**

Ms. Mary Ellen Cheatham, Bureau Chief,  
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### **REGISTRAR** (Payne Hall)

Ms. Katherine H. Sweeney, Registrar,  
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### **RESEARCH CENTER** (Payne Hall)

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706-737-1710

### **STUDENT ACTIVITIES** (Jaguar Student Activities Center)

Mr. Eddie Howard, Jr., Director,  
706-737-1609

### **STUDENT DEVELOPMENT** (Allgood Hall)

Ms. Karen A. Mobley, Director,  
706-729-2351

### **TESTING AND DISABILITY SERVICES** (Quad, behind Fanning Hall)

Ms. Angie Kitchens, Director,  
706-737-1469

### **UNIVERSITY HOUSING CAMPUS OFFICE** (Jaguar Student Activities Center)

Mr. LaMarcus J. Hall, Coordinator  
706-729-2437

### **VETERANS AFFAIRS** (Payne Hall)

Mr. Michael W. Wilkins, VA Coordinator,  
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