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# Augusta State University Catalog 1998-1999



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Augusta State University



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AUGUSTA, GA  
30904-2200

# Augusta State University

*University System of Georgia*

**General Catalog**

**1998-99**

*Augusta State University*  
*Augusta, Georgia 30904-2200*

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 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. 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.

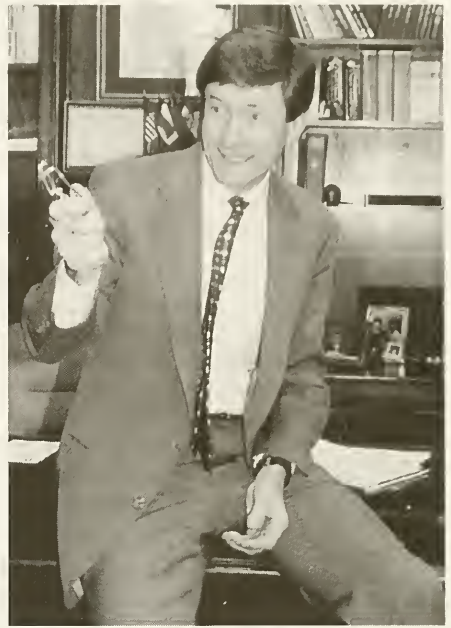
While the provisions of this catalog will ordinarily be applied as stated, Augusta State University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be 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 graduation requirements for their particular degree programs.

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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. Such suggestions, dealing with inaccuracies, clarity, organization and presentation of information may be submitted at any time to:

**Russell E. Stullken**  
**Augusta State University Catalog Editor**  
**C/O Department of Biology**  
**(706) 737-1539**  
**[rstullke@aug.edu](mailto:rstullke@aug.edu)**



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

Proudly located in the heart of Georgia's second largest city, Augusta State University is a dynamic member of the University System of Georgia. As one of the South's premier non-residential universities, Augusta State both strengthens and draws strength from its community. It measures its success by the success of its students.

Here you will find dedicated faculty members, high expectations for students, and personal attention. We offer a wide range of undergraduate programs in the arts and sciences, in business administration, and in education. We offer graduate degrees in business, psychology, education, and public administration.

Augusta State is an institution high in both quality and convenience. Many courses are offered in the evenings, and our array of services assist all students in their educational goals.

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) can answer any inquiries about admissions criteria, enrollment procedures, or the transfer of credit from other institutions.

Welcome to Augusta State University!

Sincerely yours,

A handwritten signature in cursive script that reads "William A. Bloodworth, Jr.".

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

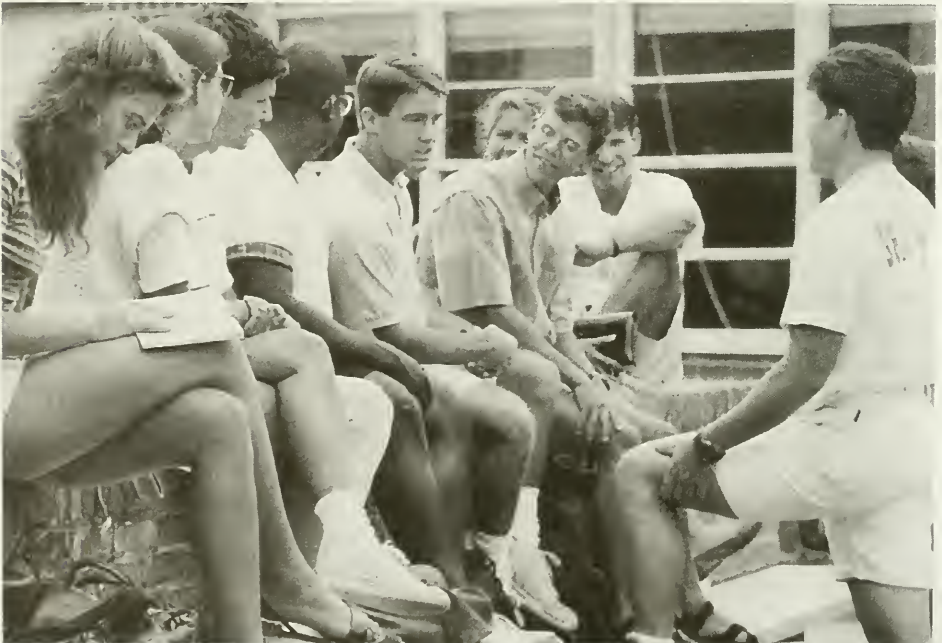
# ACADEMIC CALENDAR

1998 - 1999

	Fall '98	Spring '99	Summer '99	Fall '99
Application Deadline	July 24	Dec 4	Apr 19	Jul 16
New Student Orient/Reg.	Aug 17-19	**	**	Aug 9-11
Registration	Aug 20-21	Jan 4-5	May 18	Aug 12-13
Classes Begin	Aug 24	Jan 6	May 19	Aug 17
Last Day Add/Drop	Aug 26	Jan 8	May 21	Aug 19
Holiday	Sep 7 Nov 26-27	Jan 18	July 5	Sep 6 Nov 25-26
Midterm	Oct 15	Mar 1	Jun 18	Oct 8
Legislative Exams	**	**	**	**
Regents Test	**	**	**	**
Prereg. Next Qtr.	July 13-17*	**	**	**
Fees Due For Next Qtr.	July 31	**	**	**
Classes End	Dec 10	Apr 28	July 29	Dec 2
Examinations	Dec 14-16	Apr 30 May 3-5	Aug 2-4	Dec 3, 6-8
Grades Due	Dec 18	May 7	Aug 6	Dec 10
Graduation	Dec 19	May 8		Dec 11

\*Proposed

\*\*Not yet established



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## ***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 appears on page 3.):

Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate which fosters humane values and a life-long love of learning.

## ***Accreditations***

Augusta State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate's, Bachelor's, Master's and Specialist's degrees. All teacher education degree programs for elementary, special, secondary, and P-12 teachers, administrators, counsellors,

and supervisors, are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing program is accredited by the National League for Nursing and approved by the Georgia Board of Nursing. The music programs are accredited by the National Association of Schools of Music.

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

The University System of Georgia includes all state-operated institutions of higher education in Georgia – 13 universities, 6 senior colleges, 15 two-year colleges. These 34 public institutions are located throughout the state. The University System's mailing address is 244 Washington Street, S.W. Atlanta, Georgia 30334. A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years. The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

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

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses. The non-degree activities are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services in a large number of areas of interest. 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 senior colleges.

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

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 life-long love of learning. With origins in the founding of the Academy of Richmond County in 1783 and the creation of a separate Junior College of Augusta in 1925, its mission is predicated on the cultural, social, and economic value of a strong liberal arts education. This enlarges its students' individual versatility, creative powers, cultural appreciation, knowledge of the world, respect for others, and professional expertise.

Augusta State University strives to be a national model of excellence for its quality of service to the second largest metropolitan area in Georgia. With a broad array of undergraduate programs and a select offering of graduate programs below the doctoral level, it functions as a metropolitan, non-residential university for the area.

Open to the voices of all its members, the University serves a population diverse in race, background, age and preparation. It provides access not only to those who are fully ready for college but also to the under prepared who show potential and to those seeking the kind of academic challenge normally associated with elite, private institutions.

Emphasizing student-faculty contact, the University fosters intellectual growth through learning assistance, honors courses, and student research. It promotes electronic information technologies and links students with the world community of scholarship.

The University collaborates with the Medical College of Georgia, Paine College, Augusta Technical Institute, Fort Gordon, and P-12 schools. It makes constant, programmatic use of local industries, agencies, and institutions as laboratories for practical learning experiences. In an area with a large health care industry, it provides undergraduate general education courses for the Medical College students, prepares students to enter programs at that institution, and educates others who work in the medical field. It is also the principal source of training for the area's teachers and business leaders.

Augusta State University is acutely conscious of its responsibility to a community where its graduates become teachers and artists, professionals and civic leaders. It seeks to serve: enriching its area culturally, improving economic and social conditions, and promoting personal and professional development. To these ends, the University cultivates intellectually vital faculty members who are excellent in teaching, active in research, generous in service, and committed to its mission. The University also strives to have its faculty, staff, curriculum and programs reflect the increasing diversity of the population and world from which its students come.

Devoted to constant improvement, the University assesses its performance by evaluating its stewardship of resources, responsiveness to area needs, involvement with its community, the response of the public it serves, and, most importantly, the success of the students it educates.

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## **ADMISSIONS POLICIES AND ENROLLMENT**

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The Admissions staff extends best wishes for the new academic year. We encourage you and your family to visit the campus. Our office hours are from 8:00 a.m. to 6:00 p.m. Monday - Thursday and from 8:00 a.m. to 4:30 p.m. on Friday, plus 9:00 a.m. to noon, the first Saturday of each month. 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 endeavor to assist all students in obtaining their educational goals. We invite you to learn more about the various benefits and opportunities at Augusta State University by scheduling an appointment with an Admission Representative at either (706) 737-1632 or (800) 341-4373.

Carol Giardina, Acting Director of Admissions  
Assistant Dean of Enrollment Services

### **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 above for hours and phone numbers.)

#### **Freshman Admissions Requirements**

Every applicant for freshman admission must be a high school graduate from a regionally accredited or Georgia Accrediting Commission (GAC) recognized secondary school. High school students who receive a "Certificate of Attendance" do not satisfy the graduation requirement. Applicants with GED certificates must present official certificates (issued and sent directly by the testing center or State Board of Education) with scores that meet the requirements for the issuing state. In addition, to gain regular admission to the university, the applicant must have completed the entire College Preparatory Curriculum (CPC), 15 units, in high school. The required CPC is listed below:

*English:* 4 Units Required

*Mathematics:* Algebra, 2 Units Required; Geometry, 1 Unit Required  
(Freshman applicants for 2001 and beyond will be required to have completed an additional unit of higher mathematics.)

*Science:* 3 Units Required.

*Social Science:* 3 Units Required.

*Foreign Language:* The same foreign language, 2 Units Required.

(Freshman applicants for 2001 and beyond will be required to have completed 2 additional CPC units.)

GED applicants (who should have graduated from high school in the past five

years), or home-schooled students (whose program is not regionally accredited) and students who have attended high schools not regionally accredited or approved by the GAC will be required to submit SATII subject examinations to validate their CPC requirements. The SAT II schedule and score requirements are listed below:

SATII SUBJECT TEST	PROPOSED SCORE
English Writing	520
American History & Social Studies	560
Math IC	500
Biology	485
Chemistry	540
Physics	590

Summer/Fall 1998: Five (5) SAT II Subject Tests

English Writing

Math IC

American History & Social Studies

Chemistry, Biology or Physics

One additional test from the following: Literature, World History, an **additional** science - Chemistry or Biology or Physics

Applicants who are admitted to the university but fail to satisfy the College Preparatory Curriculum requirements for English or mathematics will be required to take the Collegiate Placement Exam (CPE, see below) and will be placed according to the results. 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.

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:

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

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

*Freshman Index*  $\geq$  1830

SAT Verbal score of 430+ and a SAT Math score of 400+ or comparable ACT scores. (Original SAT Verbal of 350+; Math of 350+)

College Preparatory Curriculum (CPC), 12 units, must have been completed in high school.

**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*  $\geq 1500$

SAT Verbal score of 330+ and a SAT Math score of 310+ or comparable ACT scores.

*College Preparatory Curriculum (CPC)* must have earned 12 units in high school

Freshman applicants who show potential but fail to satisfy any one of the requirements above will be required to take a diagnostic examination at the university, the Collegiate Placement Examination (CPE). The Office of Admissions will notify the applicant by mail as to the specific date and time of the College Placement Examination. If this examination indicates the applicant does not have adequate preparation for regular admission to the university, he or she will be offered admission into the Department of Learning Support, unless the diagnostic testing indicated the applicant will not be benefitted by the Program, in which case the student will be denied. If, after one academic semester has passed, the applicant can document attempts to improve his or her academic skills, he or she may be reconsidered for admission.

## ADMISSION TO UNIVERSITY COLLEGE

University College is a two-year unit of Augusta State University designed to assist Georgia students who live within a fifty mile radius 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. To be considered for admission, the student must have either 11 college preparatory units and a freshman index equal to or greater than 1400 or a freshman index below 1500 and 11 or more college preparatory courses.

**PLEASE NOTE:** We use 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.

**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 are amenable to 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 \$3 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 obtained from the Counselling and Testing Center or the Office of Admissions.

**Early Admission Requirements for High School Students:** Under exceptional circumstances, a high school student may be admitted to Augusta State University at the end of his or her junior year. This enrollment is available to the student who demonstrates both academic and social readiness for college. To be eligible for admission consideration, the student must have:

- (1) an overall "B" high school average in academic courses from grades 9-11
- (2) a combined SAT score of 1100 or higher (or equivalent ACT score), with a minimum Verbal score of 490 and Math score of 450. (A combined original SAT score of 1000 or higher with no score below 410)
- (3) an on-track completion of the College Preparatory Curriculum (CPC)
- (4) a written recommendation from the high school principal or counsellor
- (5) a letter of consent from the parent or legal guardian
- (6) a personal interview with a university admissions officer

**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 "B" high school average in all academic courses completed
- (2) a combined SAT score of 1100 or higher (or equivalent ACT score), with a minimum Verbal score of 490 and Math score of 450. (A combined

- (3) an on-track completion of the College Preparatory Curriculum (CPC)
- (4) a written recommendation from the high school principal or counsellor
- (5) a letter of consent from the parent or legal guardian
- (6) a personal interview with a university admissions officer

If the re-centered SAT verbal score is 490 and the math score is 450, a student accepted into this program will be permitted to enroll in any course for which he or she is prepared. (Original SAT scores for both Verbal and Math must be 410 or higher.)

***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, has not attended high school or college in the past five years, and has earned no more than 14 transferable semester hours (20 quarter hours) of college credit.

Although neither the American College Test (ACT) nor the Scholastic Aptitude Test is required of Life Enrichment applicants, the Collegiate Placement Examination (CPE) will be required for admission consideration. The applicant will be admitted or denied admission to the university based on the results of the exam. If accepted, the student shall complete any Learning Support requirements indicated. Students who fail to meet the Life Enrichment admissions requirements may be required to submit SAT or ACT scores.

## **Transfer Student Admissions Requirements**

An applicant who has previously attended a regionally accredited institution of higher education is considered a transfer student. Under the University System Board of Regent's policy a transfer applicant cannot be considered for admission unless the transcript of the college or university last attended shows honorable discharge or unless the officials of the institution last attended recommend the applicant's admission. If two or more calendar years have elapsed since the applicant's dismissal from the last college or university attended, Augusta State University may review the application according to its normal procedures. Transfer students are divided into three categories as listed below for regular admission:

Fewer than 30 transferable semester hours: Meet prevailing freshman admissions requirements for regular or limited admission and have at least a 1.9 GPA.

At least 30 transferable semester hours but not 24 semester hours of transferable core curriculum credit (Areas A-E), including College Composition I and either College Algebra or Introduction to Mathematical Modeling: must take all three parts of the Collegiate Placement Examination, unless they meeting freshman entrance requirements.

All others: Have at least a 2.0 GPA and must have satisfied all Learning Support requirements.



Applicants who do not meet the transfer requirements for regular admission and who present unusual and extenuating circumstances should set up an interview with an admissions representative after the application process is complete. The Admissions Appeal Board will review the appeal for consideration for admission before any final action is taken. In addition, 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 requirement.

*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 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.

## **Transient Student Admissions Requirements**

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

1. File a completed application form.
2. Submit a letter of permission confirming good standing from the registrar of the college in which you are enrolled or matriculated. In addition, submit an official transcript from your home institution. You can be admitted to Augusta State University as a transient student only if you are currently eligible for re-admission to your home institution.
3. If you wish to enroll in courses for which prerequisites are required, you must, prior to registration, give the department chair transcript(s) showing successful completion of required prerequisite courses. This requirement may be waived only by the permission of the department chair.

As a transient student you will be required to adhere to the same academic standards that govern regularly enrolled students. You may renew your status for additional enrollment periods for a maximum of two semesters per calendar year and for a maximum of three consecutive semesters, by submitting written approval from your home institution and notifying the Augusta State University Admissions Office at least 30 days prior to the scheduled registration for the next 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.

## **Other Non-Degree Admissions Requirements**

"Non-degree student" is a classification reserved for the 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), or a special student. A special student is not a degree candidate at Augusta State University or at another educational institution. A candidate for this type of limited enrollment seeks instruction in particular courses for personal or professional purposes. This classification may include post-baccalaureate, post-graduate, and audit students.

If you hold a baccalaureate degree or graduate degree from a regionally accredited college and wish to enroll in undergraduate courses as a non-degree student, then you 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, and (3) satisfy all other admission requirements as determined by the Office of Admissions.

## **Former Student Readmission Requirements**

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

If you have not enrolled in Augusta State University, or attended any other college or university, for four consecutive semesters, you 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 as a returning student, see the entry for "Graduation Requirements" in the "Academic Handbook" section of 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.

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

If you wish to enroll in courses for which prerequisites are required, you must, prior to registration, give the department chair transcript(s) showing successful completion of required prerequisite courses. This requirement may be waived only by the permission of the department chair.

Submit your application for co-enrollment 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.

You will pay all fees required of a full-time student at your home institution. If you wish to register for an overload you must satisfy the overload requirements of your home institution.

## **International Students: Special requirements**

If you are not a U.S. citizen or resident, ask the Office of Admissions to send you its special information and an international application for international students. In addition to satisfying the regular requirements for admission, you must provide documented evidence of adequate financial support to meet educational and personal expenses.

The prescribed method for demonstrating English proficiency is the Test of English as a Foreign Language (TOEFL). The TOEFL is required for non-native English speakers, freshman applicants who completed secondary school outside the U.S. Secondary School system, or who completed high school within the U.S. Secondary School System, but fail to meet any one of our specific requirements for regular freshman admissions. The TOEFL is also required of the transfer applicants who lack credit for College Composition I (ENG 1101). A minimum total score of 500 is required for admissions consideration. The test scores should be forwarded directly from the testing agency to the Office of Admissions.

All international academic post-secondary transcript(s) must be forwarded to the following agency for a "course by course" evaluation before the Office of Admissions can process your application for admissions:

Educational Credential Evaluators, Inc.  
P.O. Box 92970  
Milwaukee, WI 53202-0970  
USA  
(414) 289-3400

To see if you are eligible for resident tuition fees, see the paragraph on "International Students" in the "Waivers" section (page 21).

Because additional processing time is required for international students, you 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 you until an offer of acceptance has been extended.

# Preparation of Application Materials

To seek admission to the university, you must file an official application for admission with the Office of Admissions. If you need an application, write or visit the Admissions Office in The Benét House, 2500 Walton Way (10), Augusta, Georgia 30904-2200, or phone us at (706)737-1632 or (800)341-4373. Applications and materials are free of charge.

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 you plan to enroll. Applications and documents received after this deadline will be processed, however, no guarantee can be made for admission for that semester. A \$20.00 non-refundable application fee must accompany the application. 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.

If you do not register in the semester for which you are admitted and wish to attend a later semester, you 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 you have not yet attended, you 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 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 needs the following:

**Official Application Form.** A candidate seeking admission must file an official undergraduate 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 read the directions accompanying the application and provide all information requested. An incomplete application will cause delay and may be returned to the candidate.

**Application Fee** (\$20, Non-refundable). This processing fee is required from all undergraduate applicants who have not previously enrolled at ASU.

**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 Entrance Examination Board (CEEB) 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 and College Algebra, must also submit SAT or ACT results. The CEEB college code number assigned to Augusta State University is 5336. For information concerning test dates and centers, consult your high school or college guidance office.

**Immunization.** All new students enrolling in schools within the University System of Georgia are required to provide proof of immunization for mumps, measles, and rubella or to provide a valid reason for exemption. This documentation, including dates of all required immunizations and the signature and address of a health care provider, must be submitted to the appropriate admitting 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 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, you 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.

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 experience and counselling designed to aid the student in overcoming his or her academic deficiencies.

### Admissions Notification.

**Undergraduates:** You will be notified by letter as to the conditions of acceptance. Included in the same mailing will be orientation and registration dates and the assigned department for advising. If you are accepted on an unofficial or incomplete transcript, a final and official transcript is required before the admission is final. If this information has not been received by the day of registration, you 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***

After admission, we will send you an information packet which includes registration details, document requests, and special program information. You should read these materials carefully and supply any requested information prior to registration.

Graduate students should consult with their departmental advisers. For undergraduates, the best first resource is the university's START UP Center (731-7979). The center combines a variety of student advising and transition support programs designed to assist students in achieving their educational goals and accessing the full range of campus services and learning opportunities. Located on the third floor of Washington Hall, the START UP Center is open from 8 a.m. to 6 p.m. Monday through Thursday, and until 4:30 p.m. on Friday during the semester. Between academic semesters, the office closes at 4:30 p.m. Monday through Friday.

The START UP center offers a series of informational opportunities referred to as OARS (Orientation, Advising, Registration, Special programs). These transition support programs make registration simple and provide a wide range of support for undergraduates new to campus. General information on these programs is included in the acceptance packet.

An Orientation Program for new students is offered at the beginning of each semester, which includes the opportunity to register with the aid of an academic advisor.



# FINANCIAL INFORMATION

## FEES AND OTHER COSTS

Registration at the beginning of each semester is not complete until all general fees have been paid and 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. You 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.

All payments are to be made to the Business Office. Fees and charges may be paid in cash or by check. Tuition payment may also be made by MasterCard, Visa, or Discover Card. If a check given for student's bill is not paid on the presentation to the bank on which it is drawn, payment of a service charge of \$25 will be required. Other returned checks will also require the payment of a \$25 service charge.

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 matriculation charges, board, room rent, or other charges are subject to change at the end of any semester. Fees and charges are set forth below:

	<u>Residents of of Georgia</u>	<u>Non-Residents of Georgia</u>
Application Fee, non-refundable	\$ 20.00	\$ 20.00
<b>Undergraduate Fees</b>		
Matriculation Fee		
Fewer than 12 credit hours (per hour)	72.00	72.00
12 or more credit hours (full-time)	865.00	865.00
Non-Resident Fee		
Fewer than 12 credit hours (per hour)		218.00
12 or more credit hours (full-time)		2,610.00
Student Services Fee	39.00	39.00
Athletic Fee	88.00	88.00
Transportation Fee	3.00	3.00
<b>TOTAL for full-Time Study</b>	<b>\$995.00</b>	<b>\$3,605.00</b>
<b>Graduate Fees</b>		
Matriculation Fee		
Fewer than 12 credit hours (per-hour)	83.00	83.00
12 or more credit hours (full-time)	1,000.00	1,000.00
Non-Resident Fee		
Fewer than 12 credit hours (per-hour)		250.00
12 or more credit hours (full-time)		3,000.00
Student Services Fee	39.00	39.00
Athletic Fee	88.00	88.00
Transportation Fee	3.00	3.00
<b>TOTAL for Full-time Study</b>	<b>\$1,130.00</b>	<b>\$4,130.00</b>

Late Registration	15.00	15.00
Graduation	25.00	25.00
Transcript, first one	free	free
Each additional transcript	3.00	3.00
Course Credit by Examination, per hour	3.00	3.00
Motor Vehicle Registration Fee	10.00	10.00

**Summer Term Fee Differences.** The Student Services Fee is \$26 and the Athletic Fee is \$55.

**Application Fee.** A fee of \$20 must accompany a prospective student's application for admission. This fee is not refundable and does not apply toward registration or matriculation fees.

**Matriculation Fee.** The matriculation fee is charged to each student. The fee for undergraduate students who enroll in 12 or more semester hours is \$865 per semester. The fee for undergraduate students who enroll in fewer than 12 semester hours is \$72 per semester hour. The fee for graduate students who enroll in 12 or more semester hours is \$1,000 per semester. The fee for graduate students who enroll in fewer than 12 semester hours is \$83 per semester hour.

**Non-Resident Fee.** The non-resident fee is charged to students who are not classified as Georgia residents for tuition purposes. This fee is charged in addition to the matriculation fee. The fee for undergraduate students who enroll in 12 or more semester hours is \$2,610 per semester. The fee for undergraduate students who enroll in fewer than 12 semester hours is \$218 per semester hour. The fee for graduate students who enroll in 12 or more semester hours is \$3,000 per semester. The fee for graduate students who enroll in fewer than 12 semester hours is \$250 per semester your. This fee may be waived for residents of Aiken and Edgefield counties in South Carolina. This fee may also be waived for other reasons as approved by the Board of Regents. See pages 18 and 19 for information regarding classification of a student as a resident or a non-resident. See page 20 for information regarding non-resident fee waivers. Contact the Offices of Admissions or Student Records for more information.

**Student Services Fee.** A \$39 Student Services Fee per semester is charged to each student. This fee defrays expenses for essential student services not covered in the instructional and educational budget. This fee is \$26 for the summer term.

**Athletic Fee.** A \$88 Athletic Fee per semester is charged to each student. These funds support the men's and women's varsity athletic programs. This fee is \$55 for the summer term.

**Motor Vehicle Registration Fee.** Adequate parking facilities are provided for the convenience of the large number of students commuting from neighboring towns. All motor vehicles must be registered. Parking permits are available in the Public Safety office. An annual permit, which is valid for the academic year, costs \$10. A second permit costs \$5. The university assumes no responsibility for any damage to or loss of a motor vehicle or other personal property from within a motor vehicle parked on campus.

**Transportation Fee.** Transportation is provided by Augusta Public Transit to students between the main campus and the Forest Hills campus. Students pay a nominal transportation fee of \$3 for this service. The fee also entitles all students enrolled at Augusta State University to free service on all routes served by Augusta Public Transit.



**Late Registration.** Any student who does not register and pay fees at the time designated for registration in the University Calendar is charged a late registration fee of \$15.

**Graduation Fee.** A \$25 fee is charged each graduate for a diploma. 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. Should a student fail to meet the requirements for graduation after paying the graduation fee, there is a \$15 charge for reprinting of the diploma. The fee is \$25 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.

**Transcript Fee.** A student who has discharged all financial obligations to the university may receive on request and without charge one transcript of his or her full academic record. Each additional transcript costs \$3.

**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 \$67.50 in addition to the matriculation fee. Secondary applied music instruction, consisting of a one-half hour lesson per week for one hour credit, costs \$37.50 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.

**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; (2) an official uniform for anyone enrolled in physical education or nursing.

## REFUNDS

**Official Full Withdrawal from the University.** A student who officially withdraws with a clear record within the time specified below may receive a refund of mandatory student fees as indicated. Refunds will be made before the end of the semester in which the withdrawal is made.

To receive 100 percent refund of fees, a student must withdraw on or before the first day of scheduled classes. Tuition and fees are refunded to the student who fully withdraws according to the following schedule:

<u>Formal Withdrawal from the University</u>	<u>Refund</u>
-On or before the first day of class . . . . .	100%
-Withdrawal after the first day of class but before the end of the first 10% (in time) of the period of enrollment . . . . .	90%
-Withdrawal after the first 10% (in time) of the period of enrollment but before the end of the first 25% (in time) of the period of enrollment . . . . .	50%
-Withdrawal after the first 25% (in time) of the period of enrollment but before the end of the first 50% (in time) of the period of enrollment . . . . .	25%
-Withdrawal after the first 50% (in time) of the period of enrollment . . . . .	0%

Official withdrawals must be made through the Registrar's Office. Refunds are computed on the number of credit hours a student is enrolled in at the end of late registration. Matriculation, student activity, and athletic fees are refundable. Transportation and parking fees are non-refundable.

**Student Medical Withdrawals.** A student may be administratively withdrawn from the university when, in the judgment of the Dean of Students, 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.

**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.

## **REGENT'S 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 non-resident 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 sixty (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 Petition for Georgia Residence Classification may request a review of that decision before the Vice President for Business and Student Services and shall submit such request in writing to the Dean of Students within twenty (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 nonresident 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 nonresident is presumed to remain a nonresident 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 nonresident throughout the entire period of his or her enrollment. Ordinarily, such periods (while enrolled in school) will not count as periods of domicile for purpose of 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 on 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 Students.** International students are selected by the institutional president or his authorized representative, provided, however, that the number of such waivers in effect at any time does not exceed one percent of the equivalent full-time students enrolled at the institution in the fall semester immediately preceding the semester for which the out-of-state tuition is to be waived.

Aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States. (Also see "International Students: Special Requirements", page 11.)

**Teachers.** Full-time teachers in the public schools of Georgia and their 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 minor 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.

**Senior Citizens.** 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. Additional information concerning this type of enrollment may be obtained from the Office of Admissions.

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

See the entry for "Veterans' Affairs" in the General Information section of this catalog (page 52) or contact the office of Veterans' Affairs for further information (737-1606).

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## **FINANCIAL AID**

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It is very important to apply for financial aid as early as possible in the calendar year you plan to enroll. Applications completed by April 15 will be given priority in awarding fall semester aid. For applications and information, contact the Office of Financial Aid, Payne Hall, 737-1431.

To apply for assistance, you will need to process the Free Application for Federal Student Aid (FAFSA) annually. No award can be made until you have been officially admitted to the university.

To be eligible 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 and intend to become a permanent resident thereof, or be otherwise classified as an eligible non-citizen.
2. Demonstrate financial need (where applicable).
3. Be making satisfactory academic progress as defined by the Financial Aid Office.

For a comprehensive listing of the aid programs available, contact the Office of Financial Aid. We also encourage you to explore other financial aid opportunities. 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.

All scholarships awarded by the Augusta State University Scholarship Committee require an institutional application, available in the Financial Aid Office. The application deadline is March 1 for the upcoming academic year.

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 borrow a reasonable portion of the funds needed to meet expenses. Your family is expected to make a maximum effort to assist in satisfying the cost of education.

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 (page 4).

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 Regent's GPA. The Regent's GPA is used to measure the quality of a student's entire performance while at Augusta State University. The Regent's 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 Regent's 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**; page 28). A GPA is determined for each student at the end of each semester. It is similar to the Regent's GPA, but is based only on the hours attempted that semester.

To determine the Institutional GPA, first compute 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, plus all credit hours accumulated on credit earned with grades that do not count in the GPA's, 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 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
1 -- 16		1.00 0.50
17 -- 29		2.00 1.30
30 -- 59		2.00 1.60
60 -- 80		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.

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 thirty 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 Student Records.

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 (page 33).

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 calendar years from all post-secondary institutions.

*Restrictions:* All Learning Support requirements must have been successfully completed before the commencement of the five-year period of absence. The student must apply for academic renewal at the time of re-enrollment, or within, whichever comes first, three academic semesters of re-enrollment or one calendar year. A student can be granted academic renewal status only once.

*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 was a new transfer student. The new Institutional GPA is used for the minimum grade point average graduation requirement and for probation/suspension decisions. 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, if taken at Augusta State University. Any prior completion of the Regent's 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 Regent's 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 Regent's GPA's are identical.) A GPA of 3.00 must be maintained on 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 student's absences, including the making up of work missed, are to be arranged between the student and the professor.

All professors will, at the beginning of each semester, make a clear statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counselling 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 of each course 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.

After the equivalent of one and one half weeks of absences from a class, regardless of cause, the student is subject to being withdrawn from the class at the discretion of the instructor. A student so withdrawn 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.

## ***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, Cullum Lecture Series 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 a lower division 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 (GPA)", page 23.

## ***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 College of Business Administration, 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 judgement 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 College of Business Administration, 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 (9) 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"( page 33).

## ***Developmental Studies, Rules for Students in***

See Learning Support, Rules for Students in (page 33)

## ***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, depending upon the field, with a grade of "C" or better in each course. (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. The performance major in the Bachelor of Music or the Bachelor of Fine Arts and the Bachelor of Business Administration major do not require a minor 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 College of Business Administration are found in the "Undergraduate Programs" section of this catalog.

***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) and at the close of the fall semester (in December). 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 in December. Degree candidates are encouraged to attend graduation exercises. If they are unable to do so, however, they are required to notify the Registrar's Office 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 (page 65).

**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 below in this listing, "Residence Requirement and Credit from Other Institutions".

**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:** Achieve an institutional grade point average (see page 23) 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:** An act of the 1975 session of the Georgia legislature provides that all graduates are required to have passed an examination on the History of the United States, the History of Georgia, and on the provisions and principles of the United States Constitution and the Constitution of Georgia. Examinations are administered each semester. No academic credit is given for these examinations. They are scheduled and administered each semester by the Counselling and Testing Center and are posted in Bellevue Hall.

Certain history and political science courses (i.e., HIST 2111, HIST 2112, POLS 1101) will satisfy this requirement. The course descriptions identify these courses. The Augusta State University student who fails to pass the examinations must present course credits in the area or areas failed.

**Physical Education Requirement:** Complete the required courses in physical education 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 and Fitness	(3 hrs.)
Activity Classes:	
Swimming	(1 hr.)
Elective	(1 hr.)

The swimming requirement may be satisfied by taking any course numbered from 1400 to 1410. The elective may be a repeated course offering, but it is suggested the student take advantage of this opportunity to develop other skills by taking another elective.

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 and Fitness	(3 hrs.)
Swimming	(1 hr.)

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

(A) Wellness and Fitness Course (3 hrs.):

All students are required to successfully complete this course with the following exception.

Nursing Students: Nursing students may satisfy the Wellness and Fitness (3 hr.) 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 activity course requirements. Note that only degree candidate nursing students will have the Wellness and Fitness course waived.

(B) Activity Courses:

Swimming Requirement: Any student may elect to take a swimming proficiency exam to be offered each semester. This exam, when passed, will waive the swimming requirement. However, an activity class elective must be successfully completed in place of the swimming requirement.

***Residence Requirements and Credit from Other Institutions***: If seeking an associate degree, complete in residence at Augusta State University a minimum of 20 hours of academic credit. If seeking a baccalaureate degree, complete in residence at Augusta State University a minimum of 30 hours of academic credit in courses numbered 3000 and 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***: Demonstration of proficiency in reading and writing skills by passing all parts of this examination. The examination is administered each semester and students are advised when they are eligible and must take this examination. Transfer students who are eligible



will be notified of the earliest testing date following their initial enrollment.

**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. The cumulative 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 entire university career meets one of the above requirements and the student has completed at least half of his or her courses in residence. Also see: "Deans' Lists."

## **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.

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

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, up to two hours credit may be taken that semester instead of a required Learning Support course; those two hours may only be selected from freshman orientation (ASUO1000), Physical Education, Military Science, or Music.

- 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; English 0097 and 0099 are prerequisites for English 1101; Biology 2111 and Biology 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; Communications/Drama 2500, 2510.
  - c. Students enrolled in Reading 0099 may enroll in the courses listed above and in Communication/ Speech 1010 and 1020.
3. Once assigned to the Learning Support Program, a student may not accumulate more than twenty (20) hours of academic credit before completing all Learning Support requirements. A student who accumulates twenty (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 (3) attempts per area, or two (2) attempts at an area without satisfactorily completing the 0098 course in the area, will be declared ineligible to continue in the program and will be excluded from the institution. An attempt is defined as a semester in which a student receives any grade except "W".

If a student does not complete requirements for an area in twelve semester hours or three semesters, whichever occurs first, the student will be suspended. The student may not be considered for readmission within three years of the suspension.

Prior to suspending a student who has not exited a Learning Support area within the three semester limit, the Department of Learning Support will allow the student to appeal for one additional course. The student must:

- \* be individually evaluated and determined to have a reasonable chance for success,
- \* be in an exit level course, and
- \* have reached the limit on only one Developmental area

If granted the additional course, 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 four attempts at 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 Collegiate Placement Examination [CPE])
  - IP: insufficient progress (passed course-work, passed institutional requirement, failed CPE)
  - U: unsatisfactory (failed course work, ineligible to attempt institutional requirement, ineligible to attempt CPE; 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 courses. All course changes must have advisor approval.

### ***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 Regent's 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 Regent's 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," page 29) 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, the multiple 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.

### ***Regents' Testing Program***

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, but they will be expected to demonstrate their skills by performing acceptably on a comparable examination.

C) When to take the Regents' Test:

1. Students who have satisfactorily completed English 1101 and 1102 or English 1111 or have earned 30 hours of credit must take the Regents' Test the next semester in which they are enrolled. Students who fail to take the test at this time will not be allowed to register for subsequent semesters until they have taken the test.
2. Students who have passed only one portion of the Regents' Test are required to take only the segment they have not passed.
3. Transfer students from within the University System will be held to all policies as described herein. Transfer students from outside the University System who receive 30 or more credit hours of transfer credit must take the Regents' Test no later than the second semester of enrollment. Thereafter, they are subject to all other provisions of this policy.

D) Remediation Requirements:

1. Students who have earned 74 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 or English 0510 and/or 0520 if they have completed these courses: students who have earned 75 hours of credit or more must take English 0510 and/or 0520 (as appropriate) for remediation whether or not they have completed English 1101 or 1102.
2. Students required to enroll in English 1101, 1102, 0510 and/or 0520 as required above must meet all requirements of these courses. Students required to take English 1101, 1102, 0510, and/or 0520 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, and made ineligible to register at Augusta State University for the following 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 Languages, Literature, and Communications. The student should enroll in English 0520 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 052 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.

### ***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 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 F's, and WF's in all courses, and D's, F's and WF's 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 session 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 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", page 27.

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

The responsibility for initiating a withdrawal resides with the student. Forms for initiating a withdrawal may be obtained from the Office of Student Records (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 absence. (See "Class Attendance", page 26, for attendance policies and "Grading System", page 28, for grading policy upon withdrawal.) The official date of withdrawal is the date the Withdrawal Form is received in the Office of Student Records.

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

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

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

The Augusta State University Alumni Association dates back to when "Augusta College" was only a two-year institution in the mid to late 1920's. The association is composed of former students and graduates of Augusta State University and is governed by an executive board. The two main goals of the association are the following: (1) to arrange activities designed to maintain close relationships among alumni, classmates, and the university and (2) to participate in supporting the university through private support. A complimentary one-year membership is given to each graduate. Other alumni achieve active status by making annual gifts. Alumni programs are handled through the Office of Development and Alumni Relations.

### ***Athletic Association (737-1626)***

The Augusta State University Athletic Association is organized to encourage participation of the student body and other interested parties in the athletic and physical education programs of the university.

### ***Athletics***

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, cross country, golf (Division I), soccer, and tennis. The university supports women's teams in volleyball, basketball, softball, tennis, and cross-country. An intramural sports program is offered throughout the school year for both men and women, with a variety of sports being offered each semester.

### ***Augusta State University Foundation (737-1442)***

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 for handling all private support. The Foundation is located in the Office of University Advancement, Raines Hall.

### ***Bookstore (737-1611)***

The Augusta State University Bookstore is an institutionally owned and operated facility with the purpose of providing students with necessary textbooks and



supplies. The bookstore also supplies non-essential items such as magazines, trade books, gift items and clothing. The bookstore accepts cash, checks or charge cards for all purchases.

### ***Business Office (737-1767)***

The Business Office is located on the first floor of Fanning Hall. Normal business hours are from 8:00 am to 4:30 pm. The Business Office is also open until 6:30 pm on Tuesdays when classes are in session. We are responsible for all accounting and payroll functions for the university. Our 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.

### ***Career Center (737-1604)***

The Career Center provides assistance in job placement and career development and exploration to all currently enrolled students of ASU. The office is located in the Boykin Wright House at 1015 Johns Road. Office hours are 8:00 a.m. to 4:30 p.m. Monday through Friday and until 6:00 p.m. on Tuesday evenings when school is in session.

Some of the primary activities of the office are: maintaining job books on full-time professional vacancies and part-time employment opportunities to include seasonal and temporary jobs and internships, coordinating on-campus recruiter visits, offering seminars on resume writing, interviewing techniques and job search strategies, planning an annual Employer Expo, housing an extensive career and job information library containing career directories and planning references, maintaining current periodicals and books and tapes related to job hunting, resume preparation, interviewing and career information; and various free career materials. On-site computers are also available with Internet access which can be used for creating resumes and searching for nationwide job listing. Additional postings of local and national part-time openings are accessible through the Career Center home page at [www.aug.edu/career\\_center/](http://www.aug.edu/career_center/).

Resume referral including web resume referral is available for seniors, graduate students, post-bacs, alumni, and graduating education majors.

All services are free to currently enrolled ASU students.

### ***Child Care Service (737-1457)***

The Hourly Child Care Service, located adjacent to campus, is open to the children of Augusta State University students, faculty and staff for up to four hours of daily care. Children are enrolled each semester at a nominal hourly fee. The center is

open during classes from 7:50 a.m. - 8 p.m. Monday through Thursday, and from 7:45 a.m. - 4:00 p.m. on Friday.

### ***Computer Facilities***

The information technology resources available to the university community are rapidly expanding. ASUNET, the Augusta State University Network, is a campus-wide fiber optic network linking student microcomputer laboratories, academic and administrative offices, and Reese Library. ASUNET provides access to PEACHNET, the University System of Georgia's state-wide network, and InterNet, which provides access to computing resources all over the world. ASUNET also provides in-house access to a Hewlett-Packard 9000, DEC VAX 4000, and an IBM RS6000. Additional computing resources are provided by Sun workstations, network file servers, and CD-ROM servers.

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 provided free of charge. These services, along with ASUNET, are administered by the Office of Computer Services, located in Hardy Hall. The Office provides computing support for instruction, research, and administration. The staff, made up of professionals and supplemented by student assistants, supports the students, faculty, and university staff as they strive to use today's technology in their daily routines. Support is offered through a variety of services, but primarily through the Student Help Desk and a Faculty/Staff Help Desk. Consult our Web site for information about location and hours of availability.

**The Student Help Desk:** The purpose of the student help desk is to provide assistance to students with the use of the computers, software, and other peripherals in the campus computer labs. Phone support for students is available from the Student Help Desk by calling ext. 1676 from all labs during the hours posted. Walk-in support is also available as posted. Consult our Web site for information about location and hours of availability.

### ***Computer Labs***

Consult the Augusta State University Web site (<http://www.aug.edu>) for a current listing of technology resources and the locations from which these resources can be accessed.

### ***The Conservatory Program at ASU (737-1453)***

The Conservatory Program at ASU provides quality instruction in music to persons in the Greater Augusta area. The Conservatory Program is located in the Fine Arts Center and is administered through the Department of Fine Arts in conjunction with the Division of Continuing Education. Terms of instruction run concurrently with the university semesters. Instruction is offered in individual applied music lessons in voice and on all instruments, class piano, and class guitar. The Conservatory

Program also offers several ensembles for area students, including the Youth Wind Symphony and Youth Orchestra. Summer music camps are available for all students in middle school through high school. Public concerts and recitals are scheduled each semester.

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

Augusta State University offers a wide variety of short courses, conferences, lectures, workshops, and seminars designed for the general public. There are no admission requirements to these non-credit programs. The Division of Continuing Education can also design training and professional development programs for business and industry, as well as coordinate state and regional conferences.

The Continuing Education Unit is awarded for satisfactory completion of a professional development program. Permanent records are maintained by Continuing Education and transcripts are available upon request.

### ***Cooperative Education: Work in Your Field of Study (737-1618)***

Cooperative Education is an academic program which provides opportunities for students to gain paid work experience that is related to their academic majors. The structured program is designed to make a student's educational program more meaningful by integrating classroom theory with supervised practical work experience in business, industry, government, educational, and service organizations.

Students are eligible for the Cooperative Education program if they are U.S. citizens, have at a 2.5 cumulative GPA and 30 credit hours or more, and are taking 12 or more hours per term. Most positions are in the CSRA and allow the student to work part-time as a Co-op while attending school full-time. Positions that alternate between semesters of full-time work and school are also available. Contact the Career Center for program details.

### ***Counseling and Testing (737-1472)***

The Counseling and Testing Center strives to promote services for personal growth and development. The Center can help you choose an appropriate university major, develop effective study and test-taking skills, and solve personal, academic, or vocational problems. Other Counseling and Testing Center services include peer support for the mature returning student and individual and group counseling.

One prominent service of the Center is career exploration and development. A complete library of information on a wide range of career-related subjects offers the opportunity to find out more about specific careers and occupations. A qualified counselor is available to assist in interpreting test information and to help you find the best way to achieve career objectives.

The Center administers the Institutional Admissions Testing Program (SAT), the American College Testing Program (ACT), The Regents' Testing Program, the University System of Georgia Collegiate Placement Examinations (CPE), and other institutional testing programs. It also schedules and conducts national testing programs such as the National Teacher Examination, Graduate Record Examination, Law School Admissions Tests (LSAT), Graduate Management Admission Test (GMAT), Medical College Admission Test, Miller Analogies Test, College Level Examination Program (CLEP), and the American College Testing-Proficiency Examination Program.

All counseling services are free to Augusta State University students, and all interviews and test results are completely confidential.

### ***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.

***Cullum Lecture Series:*** Each spring Augusta State University undertakes an inter-disciplinary educational program called the Cullum Lecture Series. The series often deals with other cultures, focusing on a specific country through visiting scholars, films, theatrical productions, and art exhibits. Some students sign up for special courses offered by their major department. Others choose to come only for the exhibitions and special lectures. This program has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. It is made possible by a grant from the Cullum Foundation of Augusta and is open to the community.

***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, debates, and plays. 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 up to ten 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.

### ***Disabilities Services, Office of (737-1472)***

The Office of Disability Services provides assistance to students who have either a physical or mental impairment which substantially limits one or more life activities. To receive services students must provide current documentation of their disability

from a qualified professional. The Board of Regent's criteria for evaluations must be followed in the documentation of learning disabilities or attention deficit disorders.

It is important to note that the Office of Disability Services may require advance notice (two months or more before the student's first of class) in order to coordinate reasonable accommodations. Please contact the Office of Disability Services 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 National Recording for the Blind and Dyslexic to provide books on tape for students who have a documented need for this accommodation. Depending on availability, books on tape may take seven to ten days (if already available on tape) to several months for production (if the text is not available on tape). It is therefore necessary for students who need specialized services to plan their future accommodations at least a semester in advance.

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

For more detailed information contact the Office of disability Services in the counselling and Testing Center at 706-737-1471 (TDD-706-667-4175). The counselling and Testing Center is located in Bellevue Hall.

### ***Endowed Professorship Positions***

**The Fuller E. Calloway Chair:** In 1968, the Calloway Foundation created a ten million dollar trust to encourage the enrichment of the academic programs of 33 senior colleges and universities in Georgia by providing funds for the establishment of forty professorial chairs. The trust was designated to enable these institutions to retain and add superior faculty members. Faculty members appointed to these chairs must be full professors who have demonstrated superior teaching abilities and have achieved distinction as teachers. The chairs are for teaching at the graduate and undergraduate level on a full-time basis.

**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 College of Business Administration 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 School 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 School 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.

**Alumni Professor of Business Administration:** The Alumni Professorship of Business Administration was created in 1979 and is jointly funded by the Augusta State University Alumni Association and the Augusta State University Foundation. The Professorship was established to aid the School of Business Administration in recruiting and retaining an outstanding faculty scholar or business executive-in-residence.

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

See page 22 of this catalog.

### ***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 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. If performing CPR the portable pocket mask will be used for artificial respiration.



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.

### ***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 Student Services in Boykin Wright Hall.

### ***Library (737-1744)***

Reese Library, the information center of Augusta State University, provides a wide variety of services that promote the educational purposes of the university. A collection of over 400,000 volumes, including an extensive collection of government documents and almost 1200 current periodical subscriptions, supports student learning and research. There are quiet study areas, conference rooms, a curriculum laboratory, photocopiers, CD-ROM databases, online databases, Internet access, an audio laboratory, and computer laboratories.

ATLAS, the library's computerized catalog, gives access to information about most library materials. GALILEO, a statewide computer system, provides a wealth of additional information resources with over 100 databases, ten with the full text online. Searching is available at terminals in the library and at various campus locations. For students with personal computers, remote access to ATLAS and GALILEO is also available. Other electronic information resources are available in the library, on the campus computer network, and by remote access. Contact the Reese Library reference department (737-1748) for current availability and access procedures. Materials from other libraries may be accessed through interlibrary loan. For assistance, professional librarians are available in the reference room at all times. Library tours and instructional sessions are provided for classes and individuals.

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 1,000. The library is open 85 hours a week during the academic semester.

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

The Media Services Center, a part of the Reese Library, is located in Hardy Hall. Dedicated to serving the university's audio-visual needs, the Media Services Center includes the Learning Center, the television studio and audio production facilities.

The Learning Center houses a media library with over 3,000 titles, many of which may be checked out overnight. These titles include videotapes, audio tapes and

slide shows which can be viewed at one of 50 individual study carrels. Two viewing rooms can be scheduled for group viewing.

Instructional support services include the delivery of equipment and programs to the classrooms, an equipment check-out system for students, faculty and staff, audio and video cassette duplication, and production of presentation materials using videotape, audiotape, 35mm slides, prints and scanned computer images.

### ***Performing Arts Theater (667-4099)***

The Grover C. Maxwell Performing Arts Theater is a center of cultural activities for the entire community. Concerts, recitals, and other events sponsored by the Department of Fine Arts are held regularly in the theater, which is also the home of the Augusta Symphony Orchestra, Storyland Theater, and the Augusta State University Theater. The university Lyceum Series brings plays, musical performances, dance troupes, and prominent lecturers to the theater, which also houses an art gallery for exhibits by visiting artists.

### ***Public Relations and Publications Office (737-1878)***

The Office of Public Information 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, and strategic public relations planning.

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

Services provided by the Public Safety Division include escort service upon request, engraving of personal property, correcting minor vehicle problems, and most importantly twenty-four hour police protection and first aid, which have priority over other services. Public Safety can be reached by dialing 1401 from any campus phone, except pay phones.

### ***Research Center (737-1710)***

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, 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.

### ***Start Up Center (731-7979)***

The center combines a variety of student advising and transition support programs designed to assist students in achieving their educational goals and accessing the full range of campus services and learning opportunities. Located on the third floor of Washington Hall, START UP is open from 8 a.m. to 6 p.m. Monday through Thursday, and until 4:30 p.m. on Friday during the semester. Between academic semesters, the office closes at 4:30 p.m. Monday through Friday.

The START UP Center offers a series of informational opportunities referred to as OARS (Orientation, Advising, Registration, Special programs). General information on these programs is included in the student's acceptance packet. In addition to the individual ASU Prep appointments, and Orientation Programs offered to new undergraduates prior to each term, START UP provides a wide range of transition supports through START UP Download (<http://www.aug.edu/startup/>) and on MOO, the Mobile Orientation Office that rolls throughout the campus at key points during the term.

One of the primary functions of the START UP Center is to advise undergraduates who are as yet undecided about their majors. START UP is staffed by full-time academic advisors dedicated to assisting students in formulating their educational plans by guiding them through course selections and linking them to relevant programs and support services. Upon selection of a major, the staff assists with the transition to the new advising department.

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

The Director of Student Activities is charged with the responsibility for organizing and implementing a variety of social and non-academic university functions. The Office of Student Activities is located on the second floor of Washington Hall and serves as a clearinghouse for activities and announcements revolving around the social life of the student population. A number of student services are provided by the Student Activities Office including an hourly child care service, a free typewriter loan service, and a student book exchange.

The Student Activities program is designed to provide opportunities for involvement and leadership through a broad spectrum of activities. Members of the Augusta State University faculty serve as advisors to the organizations.

### ***Student Affairs (737-1411)***

The Dean of Students is charged with the responsibility for providing experiences which will ultimately contribute to a comfortable and well-adjusted student and member of society. The Office of the Dean of Students coordinates the offices of Admissions, Cooperative Education, Counselling and Testing, Enrollment Management/START UP, Financial Aid, Career Center, and Student Activities, plus the Grover C. Maxwell Performing Arts Theatre. The Dean of Students also provides housing information and student insurance programs. The Dean's office is in Boykin-Wright Hall.

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

The Student Government Association (SGA) serves as a means for student input and involvement. It is comprised 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 of can be found in the Student Handbook.

### ***Student Records*** (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.

### ***Veterans' Affairs*** (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 AC 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, 35, Title 38, and Chapter 106 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.

**Web Site** (<http://www.aug.edu/>)

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

The ASU Writing Center is dedicated to helping students from *all* disciplines improve their composition skills. From developing ideas and forming a thesis to documenting sources and editing the final draft, Writing Center tutors assist students with all aspects of the writing process.



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## *Student Rights and Responsibilities*

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### **Academic Honesty**

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.

**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:

5. 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 School.
6. 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:

5. Notify the Dean of the School 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.
6. 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.
7. 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, the Dean shall 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 (3) 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 for punitive action, he or she shall notify the appropriate Dean, who will ask the Academic Policies Committee to arrange a hearing in the manner set forth below in this catalog under "Student Academic Grievances."

## ***Discipline***

Augusta State University has defined the relationships and appropriate behavior of students as members of the university community through the document *Student Rights and Responsibilities*. 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***

*(also see "Student Academic Grievances", page 57)*

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.

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

You should submit the appeal in writing to the immediate supervisor of the



administrator whose decision you question. It is your responsibility to gather the evidence necessary to support your case and to include that evidence when submitting the written appeal. In preparing the appeal, you 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 you have 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***

*(also see "Student Academic Appeals", page 56)*

The following grievance procedure primarily applies to alleged violations of a student's rights by his/her instructor. However, if your problem is related to admission, transfer of credit, probation, suspension, or dismissal, you may wish to enter an academic appeal, as described in the previous section of this manual. If your problem is with an administrator's decision regarding a matter between you and your instructor, you should use the academic appeals process unless you can reasonably claim that the administrator's decision constitutes a violation of your rights. In the latter case, you may choose to use the academic grievance procedure, adapting it to your case so as to begin with the administrator and his/her supervisor rather than the instructor and his/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 your problem is related to a non-academic issue, you should refer to the Student Conduct Code.

If you wish to initiate a grievance, you must follow the student academic grievance procedure as outlined below, keeping in mind the following principles:

1. You must start with a sincere attempt to settle the dispute in an informal manner with the instructor. Administrators can initially hear your concerns and refer you to this document, but they will not discuss any specific grievance until the appropriate procedural steps have been taken.
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 you to prepare your case, keep in mind that when you present the facts the burden of proof is on you, 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.

- I. **Stage One: The Informal Procedure.** The student should first 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, he/she may then discuss the matter with the instructor's department chair. If the problem remains unresolved, the student may then discuss the matter with the instructor's dean.
- 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 (5) days of the submission of the written grievance to the instructor, the student shall submit a copy of the written grievance to the department chair.
  - C) If a fair and equitable solution has not been found within five (5) days of the submission of the written grievance to the department chair, the student shall submit the written grievance to the appropriate dean.

**III. Stage Three: The Formal Hearing.** If agreement is not reached within seven (7) days of the submission of the written grievance to the dean, then 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 ten (10) 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 (5-7) 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 seven (7) 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 ten (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 Dean of Students 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 seven (7) 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 eight (8) days of the first session of the hearing.

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

- A) Within five (5) 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 (5) days of the distribution of the written verbatim record the board may choose to meet more than once for this purpose, 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 three (3) 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 (5) 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 (5) days of having been 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 (5) 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 ten (10) 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 (5) days of having been notified by the vice president of his/her decision, that decision shall be considered final and 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 (5) 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 (5) 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 sixty 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, telephone number, date and 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, 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, by the Regents, and by accrediting authorities.

The Core Curriculum, which is a required part of all Bachelors programs at Augusta State University, is presented first (Additional information about the Core can be found on page 30.), 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" (page 27). Except as provided in these entries, you must take a program exactly as it is set forth in this catalog.



# Core Curriculum

for all Bachelors Degrees

<b>Area A Essential Skills</b>	9
<i>English</i>	
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 (A grade of C or better is required in English 1101, 1102, 1113, and 1114; see <i>ENGL 1101 and 1102 Policy</i> , page 30)	3
<i>Mathematics</i>	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	
<b>Area B Institutional Options</b>	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 <u>or</u> COMS 1020 Fundamentals of Human Communication (a 3-hour alternative to COMS 1010) <u>or</u> HONR 1010 Honors Introductory Seminar: The Nature of Inquiry (a 3-hour <i>honors</i> alternative to COMS 1010/COMS 1020)	2
<b>Area C Humanities and Fine Arts</b>	6
HUMN 2001/HUMN 2002 World Humanities I & II (Part of a two semester, eight hour sequence, remainder in Area B)	
<b>Area D Science, Mathematics and Technology</b>	11
<i>Option I Non-Science Majors</i>	8
<i>Choose two of the following:</i>	
BIOL 1101 Introduction to Biology I	
BIOL 1102 Introduction to Biology II	
BIOL 1107 Principles of Biology I	
BIOL 1108 Principles of Biology II	
CHEM 1151 Survey of Chemistry I	
CHEM 1152 Survey of Chemistry II	
CHEM 1211 Principles of Chemistry I	
CHEM 1212 Principles of Chemistry II	
GEOG 1121 Geology (Physical) I	
GEOG 1122 Geology (Historical) II	
PHYS 1111 Introductory Physics I	
PHYS 1112 Introductory Physics II	
PHYS 2211 Principles of Physics I	
PHYS 2212 Principles of Physics II	
PHSC 1011 Physical Science I	
PHSC 1012 Physical Science II	

<i>Choose one additional course from those above or from the following:</i>	3-4
MATH 1120 Contemporary Mathematics	
MATH 1113 Precalculus Mathematics	
MATH 1220 Applied Calculus	
MATH 2011 Calculus and Analytical Geometry I	
MATH 2210 Elementary Statistics	
<i>Option II Science Majors</i>	
<i>Choose a sequence of two laboratory courses from the following:</i>	8
BIOL 1107/BIOL 1108 Principles of Biology I and II	
CHEM 2111/CHEM 2112 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	
<i>Choose one of the following mathematics courses:</i>	4
MATH 2011 Calculus and Analytical Geometry I	
(Note: 4th hour counted in Area F <u>or</u> non-core 60 hours)	
<u>or</u>	
MATH 2210 Elementary Statistics (option for biology majors only)	
<b>Area E Social Sciences</b>	12
HIST 2111/HIST 2112 United States to 1877/United States since 1877	3
POLS 1101 American Government	3
<i>Choose one of the following:</i>	3
ANTH 2011 Cultural Anthropology	
ECON 1810 Basic Economics	
PSYC 1101 Introduction to General Psychology	
SOCI 1101 Introduction to Sociology	
<i>Choose one of the following:</i>	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 2201 Introduction to State and Local Government	
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	
SOCI 1101 Introduction to Sociology	
SOCI 1103 Introduction to the Behavioral and Social Sciences	
SOCI 1160 Social Problems Analysis	
SOCI 2241 Multiculturalism in Modern Society	
<b>Area F Courses Related to the Major</b> (see specific degree programs)	18
<b>Total Hours</b>	60

## 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 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 is temporarily housed in Butler Hall D7 (667-4445, 737-1500).

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 3.4. Should the GPA drop below the required 3.4, the student will be allowed to continue in the program on probationary status as long as the GPA does not drop below 3.2, and as long as it is reasonable to expect that the GPA will rise to the 3.4 required at graduation.

**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 to the Chair of the Honors Program Committee: (1) an application form, and (2) **either** a letter of intent in which the student introduces herself and tells what she will contribute to the Honors Program through her participation **or** an essay of 200 to 300 words in which the student defines his personal and professional goals. The letter or essay is a way of introducing oneself to the program, not a basis for determining whether or not a student will be admitted.

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

- (1) Combined SAT scores (recentered) of 1160 or more and a cumulative high school GPA of 3.2 or better.
- (2) Combined SAT scores (recentered) 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 assists in development of basic skills, provides essentials of a general education, and also provides advanced subject-area competence needed by involved citizens in a democratic society. These objectives are pursued through the offering of masters, baccalaureate, and associate degree programs appropriate to college resources and the needs of the community. Another objective of the College of Arts and Sciences is to support degree programs in the College of Business Administration and the College of Education by providing a variety of graduate and undergraduate course work as well as courses that are preliminary to professional training in such fields as engineering, law, medicine, and military science. The College also offers a military science curriculum that prepares a student for a commission in the United States Army, the United States Army Reserve or the United States National Guard, and a variety of programs leading to minors.

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

**Dean:** House, E.A.

## **Department of Biology**

Professor: Urban, E.K., Chair

Associate Professor: Bickert, J.H.; Gordon, J.E.; Saul, B.; Snyder, D.C.; Stullken, R.E.; Tugmon, C.R.; Wellnitz, W.R.

Assistant Professor: Christy, C.M.; McNutt-Scott, T.L.; Wear, D. J.

## **Department of Chemistry and Physics**

Professor: Stroebel, G.G.; Ezell, R.L., Chair

Associate Professor: Colbert, Tim; Crute, T.D.; Cobb, C.L.

Assistant Professor: Hobbs, D.S.; Myers, S.A.; Hauger, J.A.

## **Department of Fine Arts**

Professor: Morsberger, P. (William S. Morris Eminent Scholar in Art); Rosen, J.M.; Williams, J.E.

Associate Professor: Banister, L.L.; Floyd, R.W.; Hollingsworth, P.; Morgan, A.L.; Shotwell, C., Chair; Stroehrer, M.S.

Assistant Professor: Foster, R.L.; Hobbins, J.W.; Stroehrer, V.P.

## **Department of History and Anthropology**

Professor: Callahan, H.; Mixon, W., Chair

Associate Professor: Caldwell, L.A.; Murphy, C.P.H.; van Tuyl, H.P.

Assistant Professor: Bishku, M.B.; Cotter, J.E.; Searles, M.N.

## **Department of Languages, Literature, and Communications**

Professor: DuBose, M.M., Associate Chair; Evans, W.E.; Garvey, J.W.; Johnson, L.B., Chair; Johnson, W.J.; Muto, E.T.; Robertson, J.D.; Restivo, P.J., Cree-Walker Distinguished Professor of Communications; Sandary, J. I.; Stracke, J.R.; Wharton, T.F.; Yonce, M.J.; Bloodworth, W.A., Jr., President

Associate Professor: Aubrey, K.L.; Blanchard, M.K.; Burneko, G.M.B.; Fanning, C.E.; Kellman, L.A.; Prinsky, N.R.; Sladky, P.D.

Assistant Professor: Hoyos-Salcedo, P.P.; May, J.C.; Mile, S.; Pollard, L.O.; Shugart, H.A.; Smith, J.H.; Sutherland, N.E.; vanTuyl, D.R.; Warner, G.E.

Instructor: Filippo, A.M.; Griswold, S.Y.

Temporary Instructor: Davis, R. Jr.; Kooi, M.E.; Flannigan, R.A.; Greenbaum, G.; McCormack, M.C.;  
Mayer, R.; Prior, L.T.

Writer-in-Residence: Shivers, L

**Department of Learning Support** (formerly Developmental Studies)

Professor: House, E.A.; Dodd, W.M., Chair

Associate Professor: Rice, L.A.

Assistant Professor: Cohen, J.T.; Craig, C.M.; Duignan, M.A.M.; Gardiner, T.C.; Luoma, K.E.;  
Richardson, S.; Whittle, S.T.; Yaworski, J.

Instructor: Hayes, K.M.; Huffstetler, D.E.

Temporary Instructor: Malcolm, J.M.

**Department of Mathematics and Computer Science**

Professor: Bompert, B.E.; Maynard, F.J., Chair; Pettit, M.E.; Thompson, G.G.; Benedict, James M.;  
Hamrick, A.K.

Associate Professor: Jarman, R.O.; Sethuraman, S.N.

Assistant Professor: Benedict, J.Michelle.; Crawford, L.B.; Hermitage, S.A.; Hoganson, K.E.;  
Medley, M.D.; Rychly, C.J.; Sligar, J.C.; Thiruvaiyaru, D.S.; Eagle-Holt, D.L.

**Department of Military Science**

Professor: Ladner, P.D.

Assistant Professor: Daniel, D.L.; Hookness, R.S.; Welford, J.W.

**Department of Nursing**

Professor: Lierman, Letha, Chair

Assistant Professor: Balogh, J.; Flanagan, E.; King, C.; Price, C.R.; Rikli, P.; Schlesselman, S.M.; Vincent, S.K.;  
Williams, M.T.

**Department of Political Science**

Professor: Chen, G.P.; Jensen, J.L., Chair;

Associate Professor: Bourdouvalis, C.; Whiting, R.A.; Wood, G.Y.

Assistant Professor: Jegstrup, E.

**Department of Psychology**

Professor: Hobbs, S.H., Chair; Ellis, J.R.; Reeves, R.A.; Sappington, J.T.

Associate Professor: Weyermann, A.G.

Assistant Professor: ; Widner, S.C.; Tolpolski, R.L.; Williams, V.A.

Temporary Instructor: Fickle, A.W.

**Department of Sociology**

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

Associate Professor: Case, C.E.; Thompson, E.H.

Assistant Professor: Davies, K.A.; Watkins, R.

# **Arts and Sciences Undergraduate Programs**

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 the Wellness and Fitness course and one activity course, swimming unless passed the proficiency exam.	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 the Wellness and Fitness course and one activity course, swimming unless passed the proficiency exam	4
Total Hours for the Degree	64

(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 for the student's major must approve the courses used for the minor and sign the application for graduation as chair of the minor.

Total hours for the Minor

15





# 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 these 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 2000 Introduction to Computers and Programming	3
CSCI 2301 Principles of Computer Programming I	4
MINF 2201 Microcomputer Applications	3
Lower Division Courses required if not taken in the Core Curriculum and spill over hours from Area F	5-16
1. One year Foreign Language or Math 2210 Elementary Statistics and CSCI 2000 or 2301 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
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.)	

**BIOLOGY****Bachelor of Science with a Major in Biology  
with Certification in Secondary School Teaching**

Core Areas A - E for Science Majors	42
Core Area F	18
(Grade of C or better is required in all these 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 2000 Introduction to Computers and Programming	3
CSCI 2301 Principles of Computer Programming I	4
MINF 2201 Microcomputer Applications	3
Lower Division Courses required if not taken in the Core Curriculum and spill over hours from Area F	5-8
1. One year Foreign Language or MATH 2210 Elementary Statistics and CSCI 2000 or 2301 or MINF 2210	
2. CHEM 2410 or 3411 Organic Chemistry I (Grade of C or better)	
3. PHYS 1111 and 1112 Introductory Physics I and II <u>or</u> PHYS 2211 and 2212 Principles of Physics I and II (Grade of C or better)	
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 electives	6
Free Elective	0-3
Education	27
Prerequisite	
Admission to teacher education	
Integrated Curriculum Core	
SCED 4101 The Secondary School Student	3
SCED 4102 Secondary School Context and Curriculum Coherence	3

Content Pedagogy	
SCED 4401 Science Pedagogy I	3
SCED 4402 Science Pedagogy II	3
Apprenticeship Semester	
SCED 4901 Apprenticeship	12
SCED 4902 Seminar	3
Physical Education	5
Total Hours for the Degree	127-130

A Senior Exit Examination is required of all graduating biology majors

## BIOLOGY

### Minor in Biology

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

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

Upper Division Courses	15
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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
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# 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 appropriate course, one hour	1	
Non-Core Courses		5-17
MATH 2011 (if not in D, transfer student)	0-3	
CSCI (two hours from F)	2	
(if Calculus III transferred, then not CSCI)	0-1	
PHYS 2211, 2212 Principles of Physics I, II (if not in D)	0-8	
MATH 3020 Differential Equations	3	
Major Concentration		38
CHEM 3411, 3412 Organic Chemistry I, II	8	
CHEM 3721, 3722 Physical Chemistry I, II	8	
CHEM 3810 Advanced Preparations and Characterizations	3	
CHEM 3820 Laboratory Management and Safety	2	
CHEM 4210 Advanced Inorganic Chemistry	3	
CHEM 4551 Biochemistry I	4	
CHEM 4810 Environmental Chemistry	4	
CHEM 4830 Principles of Instrument Design	2	
CHEM 4840 Instrumental Analysis	4	
Electives		5-17
Physical Education		5
Satisfactory Chemistry Oral Exam Departmental Requirement		
Chemistry Written Exit Exam Institutional Requirement		
Total Hours for the Degree		125

The pre-professional track is ideal for pre-med, pre-dentistry, or pre-law, or job entry at the technical level.

(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 I - (1 hour)	1	
PHYS 1111 Introductory Physics I	4	
CSCI appropriate course, one hour if Calculus II transferred, then not CSCI	1	
Non-Core Courses		2-10
MATH 2011 (if not in D, transfer student)	0-3	
CSCI (two hours from F) (if Calculus II transferred, then not CSCI)	2 0-1	
PHYS 1112 Introductory Physics II (if not in D)	4	
Major Concentration		29
CHEM 3411, 3412 Organic Chemistry I, II	8	
CHEM 3810 Advanced Preparations and Characterizations	3	
CHEM 3820 Laboratory Management and Safety	2	
CHEM 4210 Advanced Inorganic Chemistry	3	
CHEM 4551, 4552 Biochemistry I, II	7	
CHEM 4830 Principles of Instrument Design	2	
CHEM 4840 Instrumental Analysis	4	
Minor Concentration		15-18
Electives		3-14
Ten hours of 3000/4000 level courses in minor plus electives		
Physical Education		5
Satisfactory Chemistry Oral Exam Departmental Requirement		
Chemistry Written Exit Exam Institutional Requirement		
Total Hours for the Degree		125

This program is designed to accommodate students seeking science teaching certification with a concentration in chemistry.  
(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 I - (one hour)	1
PHYS 1111, 1112 Introductory Physics I, II excess to Program	5
Non-Core Courses Required if not taken in Area D or F	3
BIOL 1107 <u>or</u> 1108 Principles of Biology I, II <u>or</u> CHEM 1211 <u>or</u> 1212 Principles of Chemistry I, II <u>or</u> PHYS 1111 <u>or</u> 1112 Introductory Physics I, II	3
Major Concentration	29
CHEM 3411, 3412 Organic Chemistry I, II	8
CHEM 3810 Advanced Preparations and Characterizations	3
CHEM 3820 Laboratory Management and Safety	2
CHEM 4210 Advanced Inorganic Chemistry	3
CHEM 4551, 4552 Biochemistry I, II	7
CHEM 4830 Principles of Instrument Design	2
CHEM 4840 Instrumental Analysis	4
Science Certification Instead of Required Minor	27
SCED 4101 Secondary School Student	3
SCED 4102 Secondary School Context & Curriculum Coherence	3
SCED 4401 Science Pedagogy I	3
SCED 4402 Science Pedagogy II	3
SCED 4901 Apprenticeship	12
SCED 4902 Seminar	3
Electives	1
Physical Education	5
Satisfactory Chemistry Oral Exam Departmental Requirement Chemistry Written Exit Exam Institutional Requirement	
Total Hours for the Degree with Teaching Certification	125

## 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, 4551, 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

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## ENGINEERING

## Pre-Engineering Program

Program includes most of courses required of freshman and sophomores at colleges of engineering.

Science and mathematics courses for engineering programs at University System of Georgia institutions include:

### Core Area A

MATH 2011 Calculus I 4

### Core Area D

MATH 2012 Calculus II 4

Recommended: CHEM 1211, 1212 Principles of Chemistry I, II 8

### Core Area F

PHYS 2211, 2212 Principles of Physics I, II 8

MATH 2013 Calculus III 4

MATH 3020 Differential Equations 3

Also recommended: CSCI 2060 Computer Science

Programming for Science and Engineering 3

The remaining courses for Core Areas A through E should be selected from courses listed under Core Curriculum. The student should refer to the catalog of the Georgia Institute of Technology or of the institution to which one intends to transfer.

# 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 2060 Programming for Science and Engineering	1	
Non-Core Courses		5-16
MATH 2011 (if not in D, transfer student)	0-3	
CSCI 2060 (two hours from F)	2	
CHEM 1211, 1212 Principles of Chemistry I, II (if not in D)	0-8	
MATH 3020 Differential Equations	3	
Major Concentration		38
PHYS 3011, 3012 Electronics I, II	8	
PHYS 3040 Advanced Optics	4	
PHYS 3251, 3252 Theoretical Mechanics I, II	6	
PHYS 4051, 4052 Electromagnetic Theory I, II	6	
PHYS 4310 Thermal Physics	3	
PHYS 4350 Analytical Methods of Physics	3	
PHYS 4511, 4512 Quantum Physics I, II	8	
Electives		6-17
Physical Education		5
Satisfactory Physics Oral Exam Departmental Requirement		
Physics Written Exit Exam Institutional Requirement		
Total Hours for Degree		125



# PHYSICAL SCIENCE

## Bachelor of Science with a Major in Physical Science Physics Concentration

This program is designed to accommodate students seeking science teaching certification. Students pursuing this program for any other purpose should consult with the Department of Chemistry and Physics.

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

Core Curriculum Area A-E for Science Majors		42
Core Curriculum Area F		18
PHYS 2211, 2212 Principles of Physics I, II or PHYS 1111, 1112 Introductory Physics I, II	8	
MATH 2011, 2012, 2013 Calculus I one hour, II, III	9	
CSCI 2000 Introduction to Computers and Programming or CSCI 2060 Programming for Science and Engineering	1	
Non-Core Courses		2-13
MATH 2011 (if not in D, transfer student)	0-3	
CSCI 2000/2060 (two hours from F)	2	
CHEM 1211, 1212 Principles of CHEM I, II (if not in D)	0-8	
Major Concentration		24-26
PHYS 3011 Electronics I	4	
PHYS 3040 Advanced Optics	4	
PHYS 3251 Theoretical Mechanics I or PHYS 4051 Electromagnetic Theory I	3	
PHYS 4511 Quantum Physics I	4	
Select three additional 3000/4000 level courses from the approved Physics Major Program	9-11	
Minor Concentration		15-18
Electives		3-19
13-15 hours of 3000/4000 level courses in minor plus electives		
Physical Education		5
Satisfactory Physics Curriculum Oral Exam Departmental Requirement		
Physics Written Exit Exam Institutional Requirement		
Total Hours for the Degree		125

This program is designed to accommodate students seeking science teaching certification with a concentration in physics.

(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	
<u>or</u> PHYS 1111, 1112 Introductory Physics I, II	8
MATH 2011, 2012, 2013 Calculus I one hour, II, III	9
CHEM 1211 Principles of Chemistry I excess to Program	1
Non-Core Courses	7
CHEM 1211 Principles of Chemistry I, excess from F	3
Required if not taken in Area D or F:	
Biology 1107 <u>or</u> 1108 Principles of Biology I, II	
<u>or</u> CHEM 1212 Principles of Chemistry II	4
Major Concentration	24-26
PHYS 3011 Electronics I	4
PHYS 3040 Advanced Optics	4
PHYS 3251 Theoretical Mechanics I	
<u>or</u> PHYS 4051 Electromagnetic Theory I	3
PHYS 4511 Quantum Physics I	4
Select three additional 3000/4000 level courses	
from the approved Physics Major Program	9-11
Science Certification instead of required minor	27
SCED 4101 Secondary School Student	3
SCED 4102 Secondary School Context	
& Curriculum Coherence	3
SCED 4401 Science Pedagogy I	3
SCED 4402 Science Pedagogy II	3
SCED 4901 Apprenticeship	12
SCED 4902 Seminar	3
Electives	0-2
Physical Education	5
Satisfactory Physic Curriculum Oral Exam	
Departmental Requirement	
Physics Written Exit Exam Institutional Requirement	
Total Hours for the Degree with Teaching Certification	125

# 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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# FINE ARTS PROGRAM - ART

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## ART

### Bachelor of Fine Arts with a Major in Art (General Track)

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 quarter. 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 spring or fall semester. Specific Portfolio Review dates may be obtained from visual arts faculty.

Transfer students must meet this requirement with the provision that a minimum of 3 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 1520 Two-Dimensional design
- ART 1530 Three -Dimensional Design
- ART 1211 Drawing I
- ART 2212 Drawing II
- ART 2611 Art History I
- ART 2612 Art History II

**Major Concentration**

- 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 or  
ART 4321 Sculpture: Casting
- ART 3331 Figure Sculpture
- ART 3721 Aesthetics and Philosophy of Art I

Choose two from the following: 6

- ART 3241 Printmaking: Intaglio
- ART 3251 Printmaking: Lithography
- ART 3232 Photography I

Choose two from the following: 6

- ART 3402 Ceramics II
- ART 3403 Ceramics III
- ART 4404 Ceramics IV
- ART 4405 Ceramics V
- ART 4406 Ceramics VI
- ART 3311 Sculpture: Carving I
- ART 4321 Sculpture: Casting II
- ART 4331 Sculpture: Installation
- ART 4341 Sculpture: Mixed Media
- ART 4950 Selected Topics in Sculpture

Two upper level Art History 6

Studio Art Electives 12

- ART 4801 Study Abroad in Art and Culture I
- ART 4802 Study Abroad in Art and Culture II
- ART 4722 Aesthetics and Philosophy of Art II \*
- ART 4950 Selected Topics in Sculpture
- ART 4900 Cullum are all options

ART 4999 Senior Exhibition

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 a masters of Fine Arts degree 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 quarter. 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 spring or fall semester. Specific Portfolio Review dates may be obtained from visual arts faculty.

Transfer students must meet this requirement with the provision that a minimum of 3 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 1520 Two-Dimensional design	
ART 1530 Three-Dimensional Design	
ART 1211 Drawing I	
ART 2212 Drawing II	
ART 2611 Art History I	
ART 2612 Art History II	
Major Concentration	60
ART 2221 Painting 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 one:

ART 4224 Painting IV or  
ART 3262 Watercolor II or ART 4214 Drawing IV

Choose one:

ART 3241 Printmaking: Intaglio or  
ART 3251 Printmaking: Lithography

Choose one:

Sculpture or Ceramics class

Choose two upper level Art Histories 6

Choose four Studio Art Electives: 12

Any studio courses  
ART 4801 Study Abroad in Art and Culture  
ART 4722 Aesthetics and Philosophy of Art II  
ART 4950 Selected Topics in Sculpture  
ART 4900 Cullum are all options.

ART 4999 Senior Exhibition

Physical Education 5

Total Hours for the Degree 125

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## **ART** **Bachelor of Fine Arts with a Major in Art** **(Sculpture/Ceramics Track)**

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 a masters of Fine Arts degree 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 quarter. 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 spring or fall semester. Specific Portfolio Review dates may be obtained from visual arts faculty.

Transfer students must meet this requirement with the provision that a minimum of 3 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 1520 Two-Dimensional design

ART 1530 Three-Dimensional Design

ART 1211 Drawing I

ART 2212 Drawing II

ART 2611 Art History I

ART 2612 Art History II

Major Concentration 60

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 3402 Ceramics II

ART 3331 Sculpture: Figure Modeling

ART 3721 Aesthetics and Philosophy of Art I

ART 4321 Sculpture: Casting

Choose one:

ART 3241 Printmaking: Intaglio

ART 3251 Printmaking: Lithography

ART 3232 Photography II

Choose one:

ART 4341 Sculpture: Mixed - Media or

ART 4331 Sculpture: Installation I

Choose one additional sculpture or ceramics studio

Choose two upper level Art Histories

6



Choose four Studio Art Electives:

12

Any studio courses

ART 4801 Study Abroad in Art and Culture

ART 4722 Aesthetics and Philosophy of Art II

ART 4950 Selected Topics in Sculpture

ART 4900 Cullum are all options.

ART 4999 Senior Exhibition

Physical Education

5

Total Hours for the Degree

125

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## ART

### Bachelor of Arts with a Major in Art

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 Art 4999 and a graduation requirement. If the Portfolio Review is not passed it must be repeated and passed during the following spring or fall semester. Specific Portfolio Review dates may be obtained from visual arts faculty.

Transfer students must meet this requirement with the provision that a minimum of 3 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 1520 Two-Dimensional design	
ART 1530 Three-Dimensional Design	
ART 1211 Drawing I	
ART 2212 Drawing II	
ART 2611 Art History I	
ART 2612 Art History II	
Major Concentration	36
ART 2221 Painting I	
ART 2401 Ceramics I	
ART 2700 Color Experience	
Choose one:	
ART 3213 Drawing III: Figure Drawing or	
ART 3331 Sculpture: Modeling	
ART 3231 Photography I	
Choose one	
ART 3241 Printmaking: Intaglio	
ART 3251 Printmaking: Lithography	
ART 3232 Photography II	
Choose two:	
ART 3311 Sculpture: Carving or	
ART 4321 Sculpture: Casting	6
ART 3721 Aesthetics and Philosophy of Art I	
One upper level Art History	
Choose 2 studio or Art History courses	6
Free electives	3
ART 4998 Senior Exhibition	
Physical Education	5
Total Hours for the Degree	

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 Art 4999 and a graduation requirement. If the Portfolio Review is not passed it must be repeated and passed during the following spring or fall semester. Specific Portfolio Review dates may be obtained from visual arts faculty.

Transfer students must meet this requirement with the provision that a minimum of 3 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 1520 Two-Dimensional design	
ART 1530 Three-Dimensional Design	
ART 1211 Drawing I	
ART 2212 Drawing II	
ART 2611 Art History I	
ART 2612 Art History II	
ART 2612 Art History II	
Major Concentration	58
BIO 2111 Human Anatomy and Physiology I	4
BIO 2112 Human Anatomy and Physiology II	4
BIO 3310 Zoology	4
BIO 3310 Comparative Vertebrate Anatomy	4

ART 2221 Painting 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: Modeling  
 ART 3332 Sculpture: Modeling II  
 ART 3721 Aesthetics and Philosophy of Art I  
 ART 4214 Drawing IV

One upper level Art History

Choose 2 studio or Art History courses 6

ART 4998 Senior Exhibition

Physical Education 5

Total Hours for the Degree 129

**ART**

**Minor in Art**

ART 1211: Drawing I 3

ART 1520: Two-Dimensional Design 3

ART 1530: Three-Dimensional Design 3

Select 3 upper-division Studio Art courses. 9

Grade of C or better is required in these courses.

Total Hours for the Minor 18



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## FINE ARTS PROGRAM - MUSIC

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The Music Component of the Department of Fine Arts 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 South Carolina Philharmonic, the Augusta Symphony Orchestra, the Harry Jacobs Chamber Music Society, the Augusta Jazz Project and the Etheridge Center Orchestra. Faculty chamber ensembles such as the Faculty Brass Quintet perform throughout the CSRA.

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, theater, 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

Although the Bachelor of Arts in Music is a degree designed with an emphasis in the study of music within a liberal arts curriculum, it is widely recognized that students may wish to pursue a certain academic aspect of music more seriously. There are five areas of study available in the Bachelor of Arts in Music degree.

1. The Liberal Arts Emphasis provides an opportunity for students to enroll in a broad spectrum of music courses in addition to courses within the university's academic curriculum.
2. The Conducting Track provides the student with a concentration of courses that explores the organization, administration and conducting of an ensemble. Laboratory experiences are provided.
3. In cooperation with the College of Business, the Music Business and Management Track prepares the student for a career in management within the arts and entertainment industry.
4. The Music History Track provides an opportunity for students to concentrate their study in music history in anticipation of pursuing a graduate degree in musicology.
5. The Theory/Composition Track provides an opportunity for students to concentrate their study in theory and/or composition in anticipation of pursuing a career in composition or graduate study in music theory or composition.

### Minor in Music

The Music Minor is available to all university students who have interest and ability in music. Two courses of study are available.

1. The Performance Track Music Minor is designed for interested musicians who wish to develop their performance abilities. An audition is required for admission to this program.
2. The Academic Track Music Minor is designed for interested musicians who find themselves drawn to the theoretical and historical aspects of music.

## **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. **The Piano Proficiency and Computer Applications Proficiency in Music**  
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. [NB: students declaring a music minor will be required to take the Computer Applications in Music Proficiency Exam.] Exams which address these proficiencies are administered several times each semester. Courses are available to help prepare the students for these exams. These courses have been assigned credit hours to reflect the amount of time the students will need to put into them, but are graded S or U. For further information consult the Augusta State University Music Student Handbook.
3. **Applied Lessons**  
Lessons in applied music (principal performing medium) must be taken each semester of residence according to the major field specifications. Literature and technical requirements for various levels of instruction and for semester juries are noted in the courses of study in the Augusta State University Music Student Handbook. Students who pursue a BA in Music, Composition Track must declare a principal performing medium. 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. For further information consult the Augusta State University Music Student Handbook.

### 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 on their major performance medium, and take evaluative exams in music fundamentals, piano and computer applications in music.

All transfer students declaring a music major must perform a placement audition on their major performance medium which will determine the applied level of study. In addition, transfer students will be given a theory placement exam, the Piano Proficiency exam and the Computer Applications in Music Proficiency Exam.

**MUSIC****Bachelor of Arts  
with a Major in Music, Liberal Arts Emphasis**

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
<u>Lower Division Theory Courses</u>	8
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	
<u>Lower Division Applied Lessons</u>	6
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX1 Applied Lessons: Concentration	
<u>Major Ensembles as assigned</u>	4
Bachelor of Arts in Music Common Curriculum (Grade of C or better is required in all these courses)	20
<u>Recital Experience</u>	
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (7 semesters minimum)	
MUSA 2X05 Studio Class (6 semesters minimum)	
<u>Music Theory Curriculum</u>	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	
<u>Music History Curriculum</u>	8
Take each of the following courses:	
MUSI 3340 Music of the Middle Ages and Renaissance	
MUSI 3350 Music of the Baroque and Classical Periods	
MUSI 3360 Music of the Nineteenth and Twentieth Centuries	
<u>Miscellaneous Requirements</u>	2
Take each of the following:	
Piano Proficiency (see the ASU Music Student Handbook)	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
MUSI 4090 Senior Project for the Bachelor of Arts in Music	



Liberal Arts Emphasis Curriculum	19
(Grade of C or better is required in all these courses)	
<u>Applied Concentration</u> Lessons (at least 4 at upper division level)	6
<u>Major Ensembles</u> (at upper division level)	3
<u>Upper Division Hours in Music</u>	10
MUSI 3560 (Fundamentals of Conducting)	
Select 8 hours from MUSI 3XXX-4XXX (with the exception of MUSI 3310)	
<u>Additional Requirements</u>	
Minor Field	15-18
Electives (0-1 at Upper Division Level)	0-6
Foreign Language	0-3
(Take through 1002 level in a foreign language, or satisfy the foreign language proficiency exam for that level.)	
Physical Education	5
Total Hours for the Degree	125

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## MUSIC

### Bachelor of Arts with a Major in Music, Conducting 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)	
<u>Lower Division Theory Courses</u>	8
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	
<u>Lower Division Applied Lessons</u>	6
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX1 Applied Lessons: Concentration	
<u>Major Ensembles</u> as assigned	4
Bachelor of Arts in Music Common Curriculum	20
(Grade of C or better is required in all these courses)	

### 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

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

### Music History Curriculum

8

Take each of the following courses:

MUSI 3340 Music of the Middle Ages and Renaissance

MUSI 3350 Music of the Baroque and Classical Periods

MUSI 3360 Music of the Nineteenth and Twentieth  
Centuries

### Miscellaneous Requirements

2

Take each of the following:

Piano Proficiency (see the ASU Music Student Handbook)

Computer Applications in Music Proficiency

(see the ASU Music Student Handbook)

MUSI 4090 Senior Project for the Bachelor  
of Arts in Music

### Conducting Track Curriculum

21

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

#### Conducting

6

MUSI 3560 Fundamentals of Conducting

Take either MUSI 4410 or MUSI 4420

MUSI 4190 Special Topics in Conducting

#### Applied Concentration Lessons (at least 2 at upper division level)

4

#### Major Ensembles (at upper division level)

2

#### Upper Division Music History and Literature

6

Select 2 hours from the following specific to  
student's conducting interest:

MUSI 4310 Choral Literature

MUSI 4350 Orchestral Literature

MUSI 4370 Wind Ensemble Literature

MUSI 4730 Jazz History and Literature

Select 4 hours from MUSI 3330-MUSI 43XX,  
MUSI 4730, MUSI 4900

<u>Upper Division Music Theory</u>	3
Select from MUSI 32XX-42XX, MUSI 3720, MUSI 3810	
<u>Additional Requirements</u>	
Minor Field	15-18
Electives	1-4
Physical Education	5
Total Hours for the Degree	125

## **MUSIC**

### **Bachelor of Arts with a Major in Music, Music Business & Management 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)	
<u>Lower Division Theory Courses</u>	8
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	
<u>Lower Division Applied Lessons</u>	6
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX1 Applied Lessons: Concentration	
<u>Major Ensembles as assigned</u>	4
Bachelor of Arts in Music Common Curriculum	20
(Grade of C or better is required in all these courses)	
<u>Recital Experience</u>	
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (7 semesters minimum)	
MUSA 2X05 Studio Class (6 semesters minimum)	
<u>Music Theory Curriculum</u>	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	
<u>Music History Curriculum</u>	8
Take each of the following courses:	
MUSI 3340 Music of the Middle Ages and Renaissance	
MUSI 3350 Music of the Baroque and Classical Periods	
MUSI 3360 Music of the Nineteenth and Twentieth Centuries	

<u>Miscellaneous Requirements</u>	2
Take each of the following:	
Piano Proficiency (see the ASU Music Student Handbook)	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
MUSI 4090 Senior Project for the Bachelor of Arts in Music	
 Music Business & Management Track Curriculum	 22
(Grade of C or better is required in all these courses)	
<u>Applied Concentration Lessons</u> (at least 2 at upper division level)	4
<u>Major Ensembles</u> (at upper division level)	2
<u>Upper Division Music History and Literature</u>	4
Select from MUSI 3320-43XX, MUSI 4730, MUSI 4900	
<u>Upper Division Music Theory</u>	3
Select from MUSI 32XX-43XX, MUSI 3720, MUSI 3810	
<u>Communications</u>	9
Take each of the following courses:	
COMC 2010 Mass Media & Society	
COMC 3000 Media Law & Ethics	
COMT 3000 Introduction to Electronic Media	
<u>Minor Field</u> (at least 10 hours at Upper Division Level)	18
MGMT 3500 Management Theory and Practice	
MKTG 3700 Principles of Marketing	
Select 12 hours from the following:	
ACCT 2101 Principles of Accounting I	
ACCT 2102 Principles of Accounting II	
MGMT 2106 Legal and Ethical Environment of Business	
MGMT 3510 Organization Behavior	
MGMT 4500 Human Resources Management	
MKTG 3720 Retail Management	
MKTG 4750 Marketing Planning and Strategy	
MKTG 4780 Advertising and Promotion Management	
COMP 3600 Public Relations Practices	
COMP 3700 Advertising Strategy and Campaigns	
COMT 3010 Radio and Audio Production	
COMT 3030 Introduction to Electronic Field Production	
 Physical Education	 5
 Total Hours for the Degree	 125

**MUSIC****Bachelor of Arts  
with a Major in Music, Music History 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
<u>Lower Division Theory Courses</u>	8
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	
<u>Lower Division Applied Lessons</u>	6
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX1 Applied Lessons: Concentration	
<u>Major Ensembles as assigned</u>	4
Bachelor of Arts in Music Common Curriculum (Grade of C or better is required in all these courses)	20
<u>Recital Experience</u>	
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (7 semesters minimum)	
MUSA 2X05 Studio Class (6 semesters minimum)	
<u>Music Theory Curriculum</u>	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	
<u>Music History Curriculum</u>	8
Take each of the following courses:	
MUSI 3340 Music of the Middle Ages and Renaissance	
MUSI 3350 Music of the Baroque and Classical Periods	
MUSI 3360 Music of the Nineteenth and Twentieth Centuries	
<u>Miscellaneous Requirements</u>	2
Take each of the following:	
Piano Proficiency (see the ASU Music Student Handbook)	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
MUSI 4090 Senior Project for the Bachelor of Arts in Music	
Music History Track Curriculum (Grade of C or better is required in all these courses)	19
<u>Applied Concentration Lessons</u> (at least 2 at upper division level)	4

<u>Major Ensembles</u> (at upper division level)	2
<u>Upper Division Music History and Literature</u>	9
Select from MUSI 3330-43XX, MUSI 4730, MUSI 4900	
<u>Upper Division Music Theory</u>	4
Select from MUSI 32XX-42XX, MUSI 3720, MUSI 3810	
<u>Additional Requirements</u>	
(Grade of C or better is required)	
<u>Minor Field</u>	15-18
<u>Electives</u> (0-2 at Upper Division Level)	3-6
<u>Foreign Language Requirements</u>	0-3
(German Required. Take through 1002 level in German or satisfy the foreign language proficiency exam for that level.)	
Physical Education	5
Total Hours for the Degree	125

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**MUSIC** **Bachelor of Arts**  
**with a Major in Music, Theory/Composition 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)	
<u>Lower Division Theory Courses</u>	8
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	
<u>Lower Division Applied Lessons</u>	6
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX1 Applied Lessons: Concentration	
<u>Major Ensembles</u> as assigned	4
Bachelor of Arts in Music Common Curriculum	20
(Grade of C or better is required in all these courses)	
<u>Recital Experience</u>	
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (7 semesters minimum)	
MUSA 2X05 Studio Class (6 semesters minimum)	
<u>Music Theory Curriculum</u>	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	

<u>Music History Curriculum</u>	8
Take each of the following courses:	
MUSI 3340 Music of the Middle Ages and Renaissance	
MUSI 3350 Music of the Baroque and Classical Periods	
MUSI 3360 Music of the Nineteenth and Twentieth Centuries	
<u>Miscellaneous Requirements</u>	2
Take each of the following:	
Piano Proficiency (see the ASU Music Student Handbook)	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
MUSI 4090 Senior Project for the Bachelor of Arts in Music Theory/Composition Track Curriculum	21
(Grade of C or better is required in all these courses)	
<u>Applied Concentration Lessons</u> (at least 2 at upper division level)	4
<u>Major Ensembles</u> (at upper division level)	2
<u>Upper Division Music History and Literature</u>	4
Select from MUSI 3330-43XX, MUSI 4730, MUSI 4900	
<u>Upper Division Music Theory or Composition</u>	11
MUSI 4210 Instrumentation and Orchestration	
Select 9 hours from MUSI 32XX-42XX, MUSI 3720, MUSI 3810 or MUSA 18X0 - 48X0	
<u>Additional Requirements</u>	
Minor Field	15-18
Electives	1-4
Physical Education	5
Total Hours for the Degree	125

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**MUSIC** **Bachelor of Music**  
**with a Major in Music Education, Instrumental 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)	
<u>Lower Division Theory Courses</u>	8
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	
<u>Lower Division Applied Lessons</u>	6
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX1 Applied Lessons: Concentration	

<u>Major Ensembles</u> as assigned	4
Music Education Common Curriculum (Grade of C or better is required in all these courses)	47
<u>Applied Concentration Lessons</u> (at least 4 at upper divisional level)	6
<u>Recital Experience</u> Fulfill each of the following requirements: MUSI 1500 Recital Laboratory (7 semesters minimum ) MUSA 2X05 Studio Class (7 semesters minimum) MUSA 3XX5 Junior Recital (see the ASU Music Student Handbook)	
<u>Music Theory Curriculum</u> 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	12
<u>Music History Curriculum</u> Take each of the following courses: MUSI 3340 Music of the Middle Ages and Renaissance MUSI 3350 Music of the Baroque and Classical Periods MUSI 3360 Music of the Nineteenth and Twentieth Centuries	8
<u>Major Ensembles</u>	3
<u>Miscellaneous Requirements</u> Take each of the following: MUSI 3560 Fundamentals of Conducting Piano Proficiency (see the ASU Music Student Handbook) Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	2
<u>Elementary and Secondary Music Methods</u> Take each of the following courses: MUSI 3410 Elementary and Middle School Music Methods MUSI 4410 Conducting and Methods of Secondary School Instrumental Music MUSI 4420 Conducting and Methods of Secondary School Choral Music	6
<u>Instrument/Voice Methods, Instrumental Track</u> MUSI 3420 Brass Methods MUSI 3430 Woodwind Methods MUSI 3440 String Methods MUSI 3450 Percussion Methods MUSI 3460 Marching Band Methods	10



<u>Professional Education Requirements</u>	21
(Grade of C or better is required in all these courses)	
Take each of the following courses:	6
EDUC 2101 Philosophical and Historical Foundations of Education	
EDUC 2102 Human Development and Learning Theory	
<u>Admission to Teacher Education</u>	
Followed by one of the following:	3
ECED 3252 Elementary Curriculum	
MGED 3112 The Middle School Classroom: Environment, Curriculum and Practices	
SCED 4102 Secondary School Context & Curriculum Coherence	
<u>Student Teaching Experience</u>	12
MUSI 4491 Student Teaching in Music	
MUSI 4492 Seminar in Student Teaching in Music	
Physical Education	5
Total Hours for the Degree	133

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**MUSIC** **Bachelor of Music**  
**with a Major in Music Education, 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)	
<u>Lower Division Theory Courses</u>	8
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	
<u>Lower Division Applied Lessons</u>	6
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX1 Applied Lessons: Concentration	
<u>Major Ensembles</u> as assigned	4
Music Education Common Curriculum	47
(Grade of C or better is required in all these courses)	
<u>Applied Concentration Lessons</u> (at least 4 at upper divisional level)	6
<u>Recital Experience</u>	
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (7 semesters minimum)	
MUSA 2X05 Studio Class (7 semesters minimum)	
MUSA 3XX5 Junior Recital (see the ASU Music Student Handbook)	

<u>Music Theory Curriculum</u>	12
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	
<u>Music History Curriculum</u>	8
Take each of the following courses:	
MUSI 3340 Music of the Middle Ages and Renaissance	
MUSI 3350 Music of the Baroque and Classical Periods	
MUSI 3360 Music of the Nineteenth and Twentieth Centuries	
<u>Major Ensembles</u>	3
<u>Miscellaneous Requirements</u>	2
Take each of the following:	
MUSI 3560 Fundamentals of Conducting	
Piano Proficiency (see the ASU Music Student Handbook)	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
<u>Elementary and Secondary Music Methods</u>	6
Take each of the following courses:	
MUSI 3410 Elementary and Middle School Music Methods	
MUSI 4410 Conducting and Methods of Secondary School Instrumental Music	
MUSI 4420 Conducting and Methods of Secondary School Choral Music	
<u>Instrument/Voice Methods, Vocal Track</u>	10
MUSI 3420 Brass Methods	
MUSI 3430 Woodwind Methods	
MUSI 3440 String Methods	
MUSI 3450 Percussion Methods	
MUSI 3470 Vocal Methods	
Professional Education Requirements (Grade of C or better is required in all these courses)	21
Take each of the following courses:	6
EDUC 2101 Introduction to the Historical and Philosophical Foundations of American Education	
EDUC 2102 Human Development and Learning Theory	
<u>Admission to Teacher Education</u>	3
Followed by one of the following:	
ECED 3252 Elementary Curriculum	
MGED 3112 The Middle School Classroom: Environment, Curriculum and Practices	
SCED 4102 Secondary School Context & Curriculum Coherence	

<u>Student Teaching Experience</u>	12
MUSI 4491 Student Teaching in Music	
MUSI 4492 Seminar in Student Teaching in Music	
Physical Education	5
Total Hours for the Degree	133

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**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 18  
(Grade of C or better is required in all these courses)

Lower Division Theory Courses 8

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

Lower Division Applied Lessons 6

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 16\*  
divisional level) (\*one hour taken from MUSA 2XX3)

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 12

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

<u>Music History Curriculum</u>	8
Take each of the following courses:	
MUSI 3340 Music of the Middle Ages and Renaissance	
MUSI 3350 Music of the Baroque and Classical Periods	
MUSI 3360 Music of the Nineteenth and Twentieth Centuries	
<u>Major Ensembles</u> (at upper division level)	3
<u>Miscellaneous Requirements</u>	2
Take each of the following:	
MUSI 3560 Fundamentals of Conducting	
Piano Proficiency (see the ASU Music Student Handbook)	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
<u>Upper Division Music Theory</u>	4
Select from MUSI 32XX-42XX, MUSI 3720, MUSI 3810	
 Instrumental Performance Track Curriculum	 18
(Grade of C or better is required in all these courses)	
<u>Pedagogy and Studio Teaching Practicum Experience</u>	4
Take each of the following courses:	
MUSI 3540 Instrumental Pedagogy	
MUSI 4541 Directed Studio Teaching - Instrumental	
<u>Music History and Literature</u>	8
Select from MUSI 3330-43XX, MUSI 4730, MUSI 4900	
<u>Small Ensembles</u> (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)	
<u>Lower Division Theory Courses</u>	8
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	
<u>Lower Division Applied Lessons</u>	6
Take each of the following courses:	
MUSA 1XX1 Applied Lessons: Concentration	
MUSA 1XX2 Applied Lessons: Concentration	
MUSA 2XX3 Applied Lessons: Major	

<u>Major Ensembles</u> as assigned	4
Bachelor of Music in Performance Common Curriculum (Grade of C or better is required in all these courses)	46
<u>Applied Major Lessons</u> (at least 12 at upper divisional level) (*one hour taken from MUSA 2XX3)	16*
<u>Recital Experience</u>	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	
<u>Music Theory Curriculum</u>	12
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	
<u>Music History Curriculum</u>	8
Take each of the following courses: MUSI 3340 Music of the Middle Ages and Renaissance MUSI 3350 Music of the Baroque and Classical Periods MUSI 3360 Music of the Nineteenth and Twentieth Centuries	
<u>Major Ensembles</u> (at upper division level)	3
<u>Miscellaneous Requirements</u>	2
Take each of the following: MUSI 3560 Fundamentals of Conducting Piano Proficiency (see the ASU Music Student Handbook) Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
<u>Upper Division Music Theory</u>	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
<u>Pedagogy and Studio Teaching Practicum Experience</u>	4
Take each of the following courses: MUSI 3530 Piano Pedagogy MUSI 4531 Directed Studio Teaching-Keyboards	
<u>Piano Performance</u>	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)	

<u>Music History and Literature</u>	4
Select from MUSI 3330-43XX, MUSI 4730, MUSI 4900	
<u>Chamber Music Ensembles</u>	1
MUSI 4690 Chamber Music Ensemble(s)	
Physical Education	5
Total Hours for the Degree	129

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## 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 8

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

#### Lower Division Applied Lessons 6

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 16\*

divisional level) (\*one hour taken from MUSA 2XX3)

#### 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 12

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

<u>Music History Curriculum</u>	8
Take each of the following courses:	
MUSI 3340 Music of the Middle Ages and Renaissance	
MUSI 3350 Music of the Baroque and Classical Periods	
MUSI 3360 Music of the Nineteenth and Twentieth Centuries	
<u>Major Ensembles</u> (at upper division level)	3
<u>Miscellaneous Requirements</u>	2
Take each of the following:	
MUSI 3560 Fundamentals of Conducting	
Piano Proficiency (see the ASU Music Student Handbook)	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
<u>Upper Division Music Theory</u>	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)	
<u>Pedagogy and Studio Teaching Practicum Experience</u>	4
Take each of the following courses:	
MUSI 3520 Vocal Pedagogy	
MUSI 4521 Directed Studio Teaching - Vocal	
<u>Vocal Performance</u>	6
Take each of the following courses	
MUSI 3511 English Diction for Singers	
MUSI 3512 Italian Diction for Singers	
MUSI 3513 German Diction for Singers	
MUSI 3514 French Diction for Singers	
MUSI 4320 Vocal Literature	
<u>Music History and Literature</u>	6
Select from MUSI 3330-43XX, MUSI 4730, MUSI 4900	
<u>Small Ensembles</u> (as assigned from MUSI 4610-4620)	2
Physical Education	5
Total Hours for the Degree	129

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## 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 Fine Arts. Two courses of study are available.

#### Performance Track

This music minor is designed for interested musicians who find themselves drawn to the performance experience. An audition is required for admission to this program. A grade of C or better is required in all courses for the music performance minor.

<u>Lower Division Theory Courses</u>	6
Take each of the following courses:	
MUSI 1211 Elementary Part Writing and Analysis I	
MUSI 1212 Elementary Part Writing and Analysis II	
MUSI 1101 Elementary Ear Training & Sight Singing I	
 <u>Miscellaneous Requirement</u>	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
<u>Major Ensembles</u> (as assigned at upper division level)	4
<u>Recital Experience</u>	
Fulfill each of the following requirements:	
MUSI 1500 Recital Laboratory (4 semesters minimum)	
MUSI 2X05 Studio Class (4 semesters minimum)	
Applied Secondary Lessons (at least 5 at upper division level)	8
 Total Hours for the Music Performance Minor	 18

### **Academic Track**

This minor is designed for interested musicians who find themselves drawn to the theoretical and historical aspects of music more so than the performance experience. A grade of C or better is required in all courses for the music academic minor.

<u>Lower Division Theory Courses</u>	6
Take each of the following courses:	
MUSI 1211 Elementary Part Writing and Analysis I	
MUSI 1212 Elementary Part Writing and Analysis II	
MUSI 2211 Advanced Part Writing and Analysis I	
<u>Miscellaneous Requirement</u>	
Computer Applications in Music Proficiency (see the ASU Music Student Handbook)	
<u>Major Ensembles</u> (as assigned at upper division level) division level)	4
<u>Upper Division Music History</u>	3
Select from MUSI 3340-3360	
<u>Miscellaneous Hours</u> (at least 2 at upper division level)	5
Select from MUSI 2XXX-4XXX and MUSA 1XX0-4XX0	
 Total Hours for the Music Academic Minor	 18



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# HISTORY AND ANTHROPOLOGY PROGRAMS

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## 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 3

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

Anthropology 1102 Introductory Anthropology

Anthropology 2011 Cultural Anthropology

Upper Division Courses 15

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

Take five courses from the following, at least three

must be taken in residence at Augusta State University:

Anthropology 3271 History and Culture of India

Anthropology 3411 Indians of North America

Anthropology 3831 Archaeology

Anthropology 3841 Biophysical Anthropology

Anthropology 3851 Religion, Culture, and Society

Anthropology 3871 Sex, Gender, and Culture

Anthropology 4861 World Ethnology

Anthropology 4901 Cullum Lecture Series

Anthropology 4951 Selected Topics

Anthropology 4991 Undergraduate Research

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)

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:	
ANTH 1102 Introductory Anthropology	
ANTH 2011 Cultural Anthropology	
CSCI 2000 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 (Grade of C or better is required in all major courses)	28
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	10-13
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

## History Major Certificate Secondary School Teaching

Prospective majors to take the following:

Core Areas A-E		42
Core Area F		18
Foreign Language Sequence		6
HIST 1111, 1112, 2111, and 2112		6
(Among the courses identified immediately below, Economics and Geography must be taken if not taken in Core Area E.) ANTH 1102, ANTH 2011, CSCI 2000, ECON 1810, GEOG 1111, HIST 1111, HIST 1112, HIST 2111, HIST 2112, HONR 1990, MATH 2210, PHIL 1000, POLS 2301, <u>or</u> POLS 2401		6
History Major		28
HIST 3001 Historical Research Methods	4	
HIST 3711 Georgia History	3	
All Others	21	
(Must include 6 hours of U. S. history and 9 hours of world history, three hours of which must be non-western history)		
Degree Requirements if not taken in the Core		3
HIST 1111, 1112, 2111, or 2112	3	
Education		27
SCED 4101 The Secondary School Student	3	
SCED 4102 Secondary School Context.	3	
SCED 4201 Social Studies Pedagogy I	3	
SCED 4202 Social Studies Pedagogy II	3	
SCED 4901 Apprenticeship	12	
SCED 4902 Seminar	3	
Electives		2
Physical Education		5
Total Hours for the Degree		125

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# LANGUAGE , LITERATURE AND COMMUNICATIONS

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## COMMUNICATIONS

Bachelor of Arts

with a Major in Communications: Drama Track

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
Theater Performance & Technology	
COMD 2500, 2510	6
Literature and the Arts	
COMD 2950, ENGL 2110, 2250, 2950, FREN 2950, SPAN 2950, ART 103, 131, 231, MUSI 2310, 2320, 2330	3
General Education Electives Appropriate to the Goals of the Theater Students:	
FREN, GRMN <u>or</u> SPAN 1002, 2001, and 2002	9
Major Concentration	30
(Grade of C or better is required in all major courses)	
COMD 3221 Literature in Performance I	3
COMD 3222 Literature in Performance II	3
COMD 3550 Fundamentals of Technical Theater	3
COMD 3811 Scene Design I	3
COMD 4220 Modern Drama	3
COMD 4420 Shakespeare	3
COMD 4970 Senior Thesis/Project	3
Select one of the following courses:	3
COMD 3211 Acting I, 3212 Acting II, 4010 Performance for the Camera	
Select one of the following courses:	3
COMD 3410 Stage Lighting, 3710 Directing, 3820 Scene Design II, 4210 Acting III, 4950 Selected Topics, 4960 Internship	
Select one of the following courses:	3
COMJ 3040 Broadcast Journalism, 4950 Selected Topics, COMP 4950 Selected Topics, COMS 3000 Diction and Interpretation, 4950 Selected Topics, COMT 3020, 4020 Television Production, 3050 Film History, 3070 Film Appreciation, 4950 Selected Topics, ENGL 4200 Studies in Genre, ENGL 4950 Selected Topics	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

**COMMUNICATIONS****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
FREN, GRMN, or SPAN 1002, 2001, and 2002	9
COMC 2010: this is part of the Communications major and must be passed with a grade C or better.	3
Six hours of electives to be chosen from: ANTH 2011, ART 1520, ART 1002, ART 2611, ART 2612, COMD 2500, COMD 2510, COMD 2950, ENGL 2110, ENGL 2950, FREN 2950, HIST 1111, HIST 1112, HIST 2111, HIST 2112, HONR 1900, LATN 1001, LATN 1002, MUSI 2130, PHIL 1000, POLS 2401, PSYC 1101, PSYC 1105, SPAN 2950	6
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
Physical Education	5
Electives	12-15
Total Hours for the Degree	125

**COMMUNICATIONS****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
FREN, GRMN or SPAN 1002, 2001 and 2002	9

ART 1520, 1530, 1211, 1002, 2541; COMD 2500, 2510, 2950 ENGL 2110, 2250, 2950; FREN 2950; HONR 1900; PHIL 1000; PSYC 1101; SOCI 1101; SPAN 2950	6
COMC 2010 (with a grade of C or better)	3
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 News writing	3
COMP 3600 Public Relations Practices	3
COMP 3700 Advertising Strategies and Campaigns	3
COMP 4500 Communication Campaigns	3
COMP 3041 Student Magazine Practicum I	1
COMP 3042 Student Magazine Practicum II	2
Electives chosen from 300 and 400 level communications courses COM, COMD, COMJ, COMP, COMS, COMT.	12
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

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## COMMUNICATIONS

**Bachelor Arts**

**with a Major in Communications: Speech Track**

Core Curriculum Areas A-E for Communications/Speech Majors	42
Core Curriculum Area F	18
FREN, GRMN, <u>or</u> SPAN 1002, 2001, 2002	9
COMC 2010 (with a grade of C or better)	3
Electives - Select two from: POLS 2401, SOCI 2241, HIST 1111, 1112, PSYC 1101, 2150, ART 2611, HONR 1900, FREN 2950, <u>or</u> SPAN 2950	6
Major Concentration (Grade of C or better is required in all major courses)	30
Required courses:	15
COMC 3000 Media Law and Ethics	
COMS 3040 Interpersonal Communication	
COMS 3110 Public Speaking	
COMS 3250 Persuasion	
COMS 4500 Senior Project	
Choose one of the following courses:	3
COMS 3000 Diction and Interpretation	
COMS 3070 Organizational Communication	

COMS 3100 Intercultural Communication  
 COMS 3200 Political Communication

Choose two of the following courses: 6  
 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 6  
 upper-level COMS courses or from any upper-level  
 COMD, COMJ, COMP, or COMT courses

Minor Concentration 15-18  
 Electives 12-15  
 Physical Education 5

Total Hours for the Degree 125

**COMMUNICATIONS** **Bachelor of Arts**  
**with a Major in Communications: Telecommunication Track**

(Fall Semester start is strongly recommended)

Core Curriculum Areas A - E 42

Core Curriculum Area 18

COMC 2010 Mass Media & Society (with a grade of C or better)  
 FREN, GRMN or SPAN 1002, 2001, 2002

Select two from the following:

ART 1520, 1530, 1211, 1002, 2541  
 COMD 2500, COMD 2510, COMD 2950  
 ENGL 2110, 2250, 2950  
 FREN 2950  
 HONR 1900  
 PHIL 1000  
 PSYC 1101  
 SOCI 1101  
 SPAN 2950

Major Concentration 30  
 (Grade of C or better is required in all major courses)

COMC 3000 Media Law and Ethics 3  
 COMT 3000 Introduction to Electronic Media 3  
 COMT 3010 Radio and Audio Production 3  
 COMT 3020 Introduction to Television  
     Production 3  
 COMT 3030 Introduction to Electronic Field  
     Production 3  
 COMJ 3020 Newswriting or COMJ 3030 Feature Writing 3

COMT/COMJ 3040 Broadcast Journalism 3  
 COMT 4970 Telecommunication Senior Project 3

Select one of the following courses: 3  
 COMT 4010 Advanced Radio and Audio Production  
 COMT 4020 Advanced Television Production  
 COMT 4030 Techniques of Videotape Editing  
 COMT 3060 Business Applications of  
 Telecommunication  
 COMT 4950 Selected Topics  
 COMT 4960 Internship

Select one from the following courses: 3  
 COMT 3050 Introduction to Film History  
 COMT 3070 Film Appreciation

Minor Concentration 15-18  
 Electives 12-15  
 Physical Education 5  
 Total Hours for the Degree 125

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**COMMUNICATIONS** **Minor in Communications**

Prerequisite to the Minor  
 COMC 2010 Mass Media & Society (with a grade of C or better) 3

Select four 3000-or 4000-level courses from  
 the following tracks: 12  
 COMD Communications/Drama  
 COMJ Communications/Journalism  
 COMP Communications/Advertising-Public Relations  
 COMS Communications/Speech  
 COMT Communications/Telecommunication

(Grade of C or better is required for all work in the minor)

Total Hours for the Minor 15

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**DRAMA** **Minor in Drama**

Prerequisites to the Minor  
 ENGL 1101 - 1102 or 1113 - 1114 and  
 HUMN 2001 (with a grade of C or better)

Upper-division Courses  
 (Grade of C or better is required for all work in the minor)

Required Courses 9  
 COMD 3221, 3222 Literature in Performance 6  
 COMD 3410 Stage Lighting or COMD 3811 Scene Design 3



**Electives**

Select two of the following courses:	6
COMD 3211 Acting I	
COMD 3212 Acting II	
COMD 3550 Fundamentals of Technical Theater	
COMD 3710 Directing	
COMD 3820 Scene Design II	
COMD 4010 Performance for the Camera	
COMD 4210 Acting III	
COMD 4220 Modern Drama	

Total Upper-Division Hours for the Drama Minor	15
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**ENGLISH****Bachelor of Arts****with a Major in English, Concentrating in Literature**

Core Curriculum Areas A-E for Arts Majors	42
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Core Curriculum Area F	18
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FREN, GRMN, LATN, or SPAN 1002, 2001 and 2002	9
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ENGL 2250 Introduction to Literary Studies (Grade of or better)	3
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Six hours of electives to be chosen from:	6
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ANTH 2011 Cultural Anthropology,  
 ART 1520 Two-Dimensional Design,  
 ART 1002 Photography,  
 ART 2611 Art History I,  
 ART 2612 Art History II,  
 COMC 2010 Mass Media and Society,  
 COMD 2500 Theater Performance,  
 COMD 2510 Theater Production,  
 COMD 2950 Selected Topics ,  
 ENGL 2110 Creative Writing,  
 ENGL 2950 Selected Topics,  
 FREN 2950 Studies in Francophone Culture, ,  
 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,  
 MUSI 2310 From the Monastery to the Concert Stage,  
 MUSI 2320 Music and Popular Culture,  
 MUSI 2330 Music of the World's Peoples,  
 PHIL 1000 Introduction to Philosophy,  
 PSYC 1101 Introduction to General Psychology,  
 PSYC 1105 Honors Seminar in Psychology,  
 SPAN 2950 Studies in Hispanophone Culture

Major Concentration	27
(Grade of C or better required for all major courses)	
ENGL 4420 Shakespeare	3
Three of four English literature surveys (3001, 3002, 3003, 3004)	9
One of two American literature surveys (3101, 3102)	3
Four additional upper-division English courses	12
Minor Concentration	15-18
Electives	15-18
Physical Education	5
Total Hours for the Degree	125
(Graduating seniors must submit an exit portfolio and take the English exit exam)	

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## ENGLISH

## Bachelor of Arts

### with a Major in English, Concentrating in Creative Writing

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 2011 Cultural Anthropology,	
ART 1520 Two-Dimensional design,	
ART 1002 Photography,	
ART 2611 Art History I,	
ART 2612 Art History II,	
COMC 2010 Mass Media and Society,	
COMD 2500 Theater Performance,	
COMD 2510 Theater Production,	
COMD 2950 Selected Topics,	
ENGL 2110 Creative Writing,	
ENGL 2950 Selected Topics,	
FREN 2950 Studies in Francophone Culture,	
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,	
MUSI 2310 From the Monastery to the Concert Stage,	
MUSI 2320 Music and Popular Culture,	
MUSI 2330 Music of the World's Peoples,	
PHIL 1000 Introduction to Philosophy,	
PSYC 1101 Introduction to General Psychology,	
PSYC 1105 Honors Seminar in Psychology,	
SPAN 2950 Studies in Hispanophone Culture	

Major Concentration	27
(Grade of C or better required in all major courses)	
Creative Writing: Four courses from ENGL 3600, 3620, 3630, 3640, 4601, 4602, 4630, 4640	12
Literature and Theory: Three courses from ENGL 3001-3320, 4000-4530	9
Professional Writing: One course from ENGL 3680, 3681; COMS 3070; COMJ 3020, 3030, 4010; COMP 4700	3
One additional upper-level (3000-or 4000-level) English course	3
Minor Concentration	15-18
Electives	15-18
Physical Education	5
Total Hours for the Degree	125
(Graduating seniors must submit an exit portfolio.)	

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

Core Curriculum Areas A-E for Arts Majors	42
Core Curriculum Area F	18
FREN, GRMN, LATN <u>or</u> 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 2011 Cultural Anthropology,	
ART 1520 Two-Dimensional Design,	
ART 1002 Photography,	
ART 2611 Art History I,	
ART 2612 Art History II,	
COMC 2010 Mass Media and Society,	
COMD 2500 Theater Performance,	
COMD 2510 Theater Production,	
COMD 2950 Selected Topics,	
ENGL 2110 Creative Writing,	
ENGL 2950 Selected Topics,	
FREN 2950 Studies in Francophone Culture,	
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,	
MUSI 2310 From the Monastery to the Concert Stage,	
MUSI 2320 Music and Popular Culture,	
MUSI 2330 Music of the World's Peoples,	
PHIL 1000 Introduction to Philosophy,	
PSYC 1101 Introduction to General Psychology,	

Major Concentration	27
(Grade of C or better required for all major courses)	
Professional Writing: Four courses chosen from ENGL 3680, 3681; COMJ 3020, 3030, 4010; COMS 3070; COMP 4700	12
Literature and Theory: Three courses chosen from ENGL 3001-3320; 4000-4530	9
Creative Writing: One course from ENGL 3600, 3620, 3630, 3640, 4630, 4640, 4601, 4602	3
One additional upper-level (3000- <u>or</u> 4000 level) English course	3
Minor Concentration	15-18
Electives	15-18
Physical Education	5
Total Hours for the Degree	125
(Graduating seniors must submit an exit portfolio)	

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<b>ENGLISH</b>	<b>Bachelor of Arts</b>
<b>with a Major in English with Secondary Teacher Certification</b>	
Core Curriculum Areas A -E for Arts Majors	42
Core Curriculum Area F	18
FREN, GRMN, LATN <u>or</u> SPAN 1002, 2001 and 2002	9
ENGL 2250 Intro. to Literary Studies (Grade of C or better)	3
Six hours of electives to be chosen from:	6
ANTH 2011 Cultural Anthropology	
ART 1520 Two-Dimensional design	
ART 1002 Photography	
ART 2611 Art History I	
ART 2612 Art History II	
COMC 2010 Mass Media and Society	
COMD 2500 Theater Performance	
COMD 2510 Theater Production	
COMD 2950 Selected Topics	
ENGL 2110 Creative Writing	
ENGL 2950 Selected Topics	
FREN 2950 Studies in Francophone Culture	
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  
 MUSI 2310 From the Monastery the Concert Stage  
 MUSI 2320 Music and Popular Culture  
 MUSI 2330 Music of the World's Peoples  
 PHIL 1000 Introduction to Philosophy  
 PSYC 1101 Introduction to General Psychology  
 PSYC 1105 Honors Seminar in Psychology  
 SPAN 2950 Studies in Hispanophone Culture

Major Concentration 30

(Grade of C or better is required for all major courses)

ENGL 4420 Shakespeare 3

Three of four English literature surveys  
 (3001, 3002, 3003, 3004) 9

One of two American literature surveys (3101, 3102) 3

ENGL 3681 Advanced Writing 3

ENGL 4720 History and Structure of the English  
 Language 3

ENGL 3820 Teaching High School English 3

Two additional upper-division English courses 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, 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 27

SCED 4101 The Secondary School Student 3

SCED 4102 Secondary School Context and  
 Curriculum Coherence 3

SCED 4501 English Pedagogy I 3

SCED 4502 English Pedagogy II 3

SCED 4901 Apprenticeship 12

SCED 4902 Seminar 3

Elective 3

Physical Education 5

Total Hours for the Degree 125

Prerequisites to the minor:

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

ENGL 2250, (Grade of C or better)

3

Choose four English courses from

the 3000 and 4000 series. (Grade of C or better  
required in all courses which count in the minor.

12

Total Hours for the Minor

15



**FRENCH****Bachelor of Arts  
with a Major in French with a  
P-12 Teacher Certification**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
FREN 1002, 2001, and 2002	9
EDUC 2101 Foundations of Education	3
EDUC 2102 Human Development and Learning	3
EDUC 2103 Educational Technology	3
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 4520 Classical and Romantic Theater	
FREN 4530 Modern Theater	
FREN 4550 Masterpieces of Poetry	
FREN 4560 Masterpieces of the Novel	
FREN 4590 Literature in Translation	
FREN 4900 Cullum Series	
FREN 4950 Special Topics in French	
SABR 3930 Study Abroad	
SABR 4930 Advanced Studies Abroad	
Teacher Certification Sequence	24
Choose one of the following curriculum courses:	3
ECED 3252 Elementary Curriculum	
MGED 3112 Middle School Classroom	
SCED 4102 Secondary School Context and Curriculum Coherence	
Complete the following required certification courses:	
FREN 4801 Methodology I	3
FREN 4802 Methodology II	3
SCED 4901 Apprenticeship	12
SCED 4902 Seminar	3
Electives	6
Physical Education	5
Total Hours for the Degree	125

**FRENCH****Bachelor of Arts  
with a Major in French**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
FREN 1002, 2001, and 2002	9
Select three of the following courses:	9
SPAN, GRMN, <u>or</u> LATN 1001 if not taken in high school	
SPAN, GRMN, <u>or</u> LATN 1002, 2001, 2002	
FREN <u>or</u> SPAN 2950	
ANTH 1102 Introductory Anthropology	
ANTH 2011 Cultural Anthropology	
ART 2611, 2612 Art History I and II	
COMD 2950 Selected Topics	
HIST 1111,1112 World Civ. I & II	
HONR 1900 Contemporary Issues	
MUSI 2310 From the Monastery to the Concert Stage	
MUSI 2320 Music and Popular Culture	
MUSI 2330 Music of the World's Peoples	
PHIL 1000 Introduction to Philosophy	
POLS 2401 Global Issues	
PSYC 2150 Introduction to Human Diversity	
SOCI 2241 Multiculturalism in Modern Society	
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 4520 Classical and Romantic Theater	
FREN 4530 Modern Theater	
FREN 4550 Masterpieces of Poetry	
FREN 4560 Masterpieces of the Novel	
FREN 4590 Literature in Translation	
FREN 4900 Cullum Series	
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



## **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

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## **GERMAN**

### **Minor in German**

#### **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 German Conversation

GRMN 3220 German Culture

GRMN 3300 Advanced German Grammar

GRMN 3510 Survey of German Literature

GRMN 3520 German Poetry

GRMN 4950 Selected Topics in German

SABR 3930 Study Abroad

SABR 4930 Advanced Study Abroad

Total Hours for the Minor

18

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 quarter in which the student is enrolled in World Humanities II. The form is available in the Department of Languages, Literature, and Communications. 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 4801 Study Abroad in Art and Culture I
- HUMN 4802 Study Abroad in Art and Culture II
- 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)
- ART 4801 Study Abroad in Art and Culture I (if not taken as HUMN)
- ART 4802 Study Abroad in Art and Culture II (if not taken as HUMN)
- ART 4900 Cullum Lecture

#### Music

- MUSI 3310 From the Monastery to the Concert Stage
- MUSI 3320 Music and Popular Culture
- MUSI 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  
MUSI 4900 Cullum Lecture Series

### Literature

Communications/Drama: COMD 3221, 3222 Literature  
in Performance I & II, COMD 4220 Modern Drama,  
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 4900 Cullum  
PHIL 4950 Ancient Political Philosophy  
PHIL 4990 Undergraduate Research

### Political Science

POLS 3501 Ancient Political Thought  
POLS 3601 Modern and Contemporary 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 4150 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****with a Major in Spanish and with P-12 Teacher Certification**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
SPAN 1002, 2001, 2002	9
EDUC 2101 Foundations of Education	3
EDUC 2102 Human Development & Learning	3
EDUC 2103 Educational Technology	3
Major Concentration	30
(Grade of C or better is required in all major courses)	
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 4900 Cullum	
SPAN 4950 Selected Topics	
SABR 3930 Study Abroad	
SABR 4930 Advanced Study Abroad	
Teacher Certification Sequence	24
Choose one of the following curriculum courses:	3
ECED 3252 Elementary Curriculum	
MGED 3112 Middle School Curriculum	
SCED 4102 Secondary School Context and Curriculum Coherence	

Complete the following required certification courses:	
SPAN 4801 Methodology I	3
SPAN 4802 Methodology II	3
SCED 4901 Apprenticeship	12
SCED 4902 Seminar	3
Electives	6
Physical Education	5
Total Hours for the Degree	125

## SPANISH

### Bachelor of Arts with a Major in Spanish

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
SPAN 1002, 2001, 2002	3
Select three of the following courses:	9
FREN, GRMN <u>or</u> LATN 1001 if not taken in high school	
FREN, GRMN <u>or</u> LATN 1002, 2001, 2002	
FREN or SPAN 2950	
ANTH 1102 Introductory Anthropology	
ANTH 2011 Cultural Anthropology	
ART 2611, 2612 Art History I and II	
COMD 2950 Selected Topics	
HIST 1111, 1112 World Civ. I & II	
HONR 1900 Contemporary Issues	
MUSI 2310 From the Monastery to the Concert Stage	
MUSI 2320 Music and Popular Culture	
MUSI 2330 Music of the World's Peoples	
PHIL 1000 Introduction to Philosophy	
POLS 2401 Global Issues	
PSYC 2150 Introduction to Human Diversity	
SOCI 2241 Multiculturalism	
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 4900 Cullum  
 SPAN 4950 Selected Topics  
 SABR 3930 Study Abroad  
 SABR 4930 Advanced Study Abroad

Minor Concentration	15-18
Electives	12-15
Physical Education	5
<b>Total Hours for the Degree</b>	<b>125</b>

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## SPANISH

## Minor in Spanish

Prerequisites	6
SPAN 2001-2002	
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	
<b>Total Hours for the Minor</b>	<b>18</b>

# MATH AND COMPUTER SCIENCE PROGRAMS

## 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 Analytical Geometry I and II, 1 hour of MATH 2011 from Area D	5
CSCI 2301-2302 Principles of Computer Programming I and II	7
CSCI 2410 Data Presentation, Files and Database Systems	3
CSCI 2370 Assembly Language Programming	3
Major Concentration	30
(Grade of C or better is required in all these courses)	
MATH 3030 Symbolic Logic and Set Theory	3
CSCI 3500 Applied Theory of Computing	3
CSCI 3400 Data Structures	3
CSCI 3170 Computer Organization	3
CSCI 4271 Computer Systems I	3
CSCI 4711 Software Design	3
CSCI 4712 Systems Analysis with Senior Project	4
Select eight hours from the following courses:	8
CSCI 3300 Programming Languages	3
CSCI 4800 Compiler Writing	3
CSCI 4820 Computer Graphics	3
CSCI 4272 Computer Systems II	3
CSCI 4280 Data Communications and Networking	3
CSCI 3000 Ethics in Computer Science	2
MATH 4280 Linear Algebra	3
MATH 4350 Numerical Analysis	3
CSCI 4950 Selected Topics	Variable
CSCI 4960 Undergraduate Internship	Variable
CSCI 4990 Undergraduate Research	Variable
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

CSCI 2301 and CSCI 2302 Principles of Computer Programming I and II	7
Select eleven hours, at least nine hours of which must be from 3000-and 4000-level courses, from the following courses:	11
CSCI 2410 Data Presentation, Files, and Database Systems	3
CSCI 2370 Assembly Language Programming	3
CSCI 3500 Applied Theory of Computing	3
CSCI 3400 Data Structures	3
CSCI 3170 Computer Organization	3
CSCI 4271 Computer Systems I	3
CSCI 4711 Software Design	3
CSCI 4712 Systems Analysis with Senior Project	4
CSCI 3300 Programming Languages	3
CSCI 4800 Compiler Writing	3
CSCI 4820 Computer Graphics	3
CSCI 4272 Computer Systems II	3
CSCI 4280 Data Communications and Networking	3
CSCI 3000 Ethics in Computer Science	2
MATH 3030 Symbolic Logic and Set Theory	3
CSCI 4950 Selected Topics	Variable
CSCI 4960 Undergraduate Internship	Variable
CSCI 4990 Undergraduate Research	Variable
 Total Hours for the Minor	 18

**MATHEMATICS**

**Bachelor of Science  
with a Major in Mathematics**

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 2011, 2012, 2013 Calculus and Analytical Geometry I, II, and III 1 hour of MATH 2011 from Area D	9
CSCI 2301 Principles of Computer Programming I	4
Select two courses from:	5
CSCI 2302 Principles of Computer Programming II	
CSCI 2410 Data Presentation, Files and Database Systems	
FREN 1002 Elementary French	
FREN 2001 Intermediate French	



GERM 1002 Elementary German  
 GERM 2001 Intermediate German  
 BIOL 1107 Principles of Biology I  
 BIOL 1108 Principles of Biology II  
 CHEM 1211 Principles of Chemistry I  
 CHEM 1212 Principles of Chemistry II  
 PHYS 2211 Principles of Physics I  
 PHYS 2212 Principles of Physics II  
 No course may duplicate any prior selection

Major Concentration 27

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

MATH 3020 Differential Equations 3  
 MATH 3030 Symbolic Logic and Set Theory 3  
 MATH 4211 Modern Abstract Algebra I 3  
 MATH 4280 Linear Algebra 3

Select one two-course sequence from:

MATH 4211-4212 Modern Abstract Algebra I, II 3-6  
 MATH 4011-4012 Mathematical Analysis I, II 6  
 MATH 4251-4252 Probability and Statistics I, II 6

Elective

Select three, or four if necessary, courses from the following:

MATH 4011 Mathematical Analysis I 3  
 MATH 4012 Mathematical Analysis 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 4900 Cullum Lecture Series 1-3  
 MATH 4950 Selected Topics Variable  
 MATH 4960 Undergraduate Internship 1-9  
 MATH 4990 Undergraduate Research Variable

Minor Concentration 15-18

Electives 15-18

Physical Education 5

Total Hours for the Degree 125

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 2011,2012,2013 Calculus and Analytical Geometry I, II, and III 1 hour of MATH 2011 from Area D	9
CSCI 2301 Principles of Computer Programming I	4
Restricted Electives	5
CSCI 2302 Principles of Computer Programming II	
CSCI 2410 Data Presentation, Files and Database Systems	
BIOL 1101 Introduction to Biology I	
BIOL 1102 Introduction to Biology II	
CHEM 1211 Principles of Chemistry I	
CHEM 1212 Principles of Chemistry II	
PHYS 2211 Principles of Physics I	
PHYS 2212 Principles of Physics II	
FREN 1002 Elementary French	
FREN 2001 Intermediate French	
GERM 1002 Elementary German	
GERM 2001 Intermediate German	
Major Concentration	30
(Grade of C or better is required in all these courses)	
MATH 3020 Differential Equations	3
MATH 3030 Symbolic Logic and Set Theory	3
MATH 4211-4212 Modern Abstract Algebra I & II	6
MATH 4251 Probability and Statistics I	3
MATH 4280 Linear Algebra	3
MATH 4310 Modern Geometry	3
MATH 4410 History of Mathematics	3
MATH 4430 Methods of Teaching Secondary Mathematics	3
Select 3 hours from the following electives:	3
MATH 4252, MATH 4320, MATH 4011, MATH 4012, MATH 4350, MATH 4510, MATH 4420, MATH 4520, MATH 4950, MATH 4960, MATH 4990	
Education Requirements	27
SCED 4101 The Secondary School Student	3
SCED 4102 Secondary School Context and Curriculum Coherence	3
SCED 4301 Secondary Mathematics Pedagogy I	3

SCED 4302 Secondary Mathematics Pedagogy II	3
SCED 4901 Secondary Apprenticeship	12
SCED 4902 Seminar	3
General Electives	3
Physical Education	5
Total Hours for the Degree	125

## MATHEMATICS

### Minor in Mathematics

Grade of C or better is required in all courses.

#### Prerequisite

MATH 2011 Calculus and Analytical Geometry I 4

#### Course Requirements in the Minor

MATH 2012 Calculus and Analytical Geometry II 4

Select 0, 3, or 4 hours from the following:

MATH 2013 Calculus and Analytical Geometry III or  
MATH 2210 Elementary Statistics 0-4

Select 9 hours from upper division mathematics  
courses that are approved for the Mathematics Major  
(except MATH 4430 and MATH 3110). 9-12

All courses should be arranged in consultation with the  
major department and with the approval of the chair  
of the Department of Mathematics and Computer Science.

Total for the Mathematics Minor 16-17



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# MILITARY SCIENCE PROGRAM

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## 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 Course (First Two Years, MS I and MS II)

MILS 1010 Introduction to the Military	2
MILS 1020 First Aid for Soldiers	2
MILS 1030 Special Weapons and Tactics (SWAT)	2

Select 6 hours of the following courses: 6

MILS 2020 Orienteering
MILS 2010 Small Unit Leadership & Management
MILS 2030 Survival & Adventure Training

**Basic Camp:** A student who did not participate in the basic program who has at least two years remaining before graduation may qualify for the advanced program through a five-week summer camp given at Fort Knox, Kentucky each year. 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 Basic Camp. (MILS 3050, Basic Camp Summer Internship)

**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 quarter. Compression is not recommended or desired, but will be considered on an individual basis by the Department Chairman.

**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 chairman. 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; permission of the Department Chairman.

### Advanced Courses, Junior Year (MS III)

MILS 3010 Advanced Orienteering and leadership	3
MILS 3020 Tactical Military Leadership	3
MILS 3050 Basic Camp Summer Internship	3
MILS 3105 Advanced Camp Summer Internship	3

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**Advanced Courses, Senior Year (MS IV)**

MILS 4010 Advanced Military Leadership	3
MILS 4020 Transition to Officership	3
MILS 4905 Selected Topics	3

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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 each of the fields of study listed below and should consult their academic advisor for approved courses in each field.

Human Behavior  
Written Communication Skills  
Military History  
Math Reasoning  
Computer Literacy

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**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. Courses should be arranged in consultation with your major department and the Professor of Military Science.

Required Courses (Grade of C or better is required in each of these courses)

MILS 3010 Advanced Map Reading and Leadership	3
MILS 3020 Tactical Military Leadership and Management	3
MILS 3105 Advanced Camp Summer Internship	3
MILS 4010 Advanced Military Leadership	3
MILS 4020 Transition to Officership	3

Total Upper-Division Hours for the Military Science Minor 15

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**MILITARY SCIENCE****ROTC 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 on active duty in the U.S. Army for a minimum of three months and are paid a subsistence allowance of \$100 per month for up to 20 academic months while in college. They also receive half the base pay of a 2nd Lieutenant for 5 weeks (approximately \$800) while attending the advanced camp. Other training opportunities such as Ranger School, Airborne School, Jungle Warfare School, Arctic Warfare School, Air Assault School, and Cadet Troop Leadership Training 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 (MS IV) or study the student is offered the options 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. All textbooks, class materials, and necessary uniforms are provided by

the Army at no charge 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 ROTC 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 ROTC scholarships throughout the year. A student does not have to be currently enrolled in ROTC to apply for two- and three-year scholarships. Each scholarship pays for tuition, books, lab fees, and other educational expenses. In addition, all ROTC scholarship students receive \$100 per month for up to 10 months of each school year the scholarship is in effect.

**The Simultaneous Membership Program:** The Simultaneous Membership Program allows cadets to be enrolled in the Military Science Advanced Course and a local Army National Guard or Army Reserve unit at the same time. The benefits of this program are that cadets not only receive \$100 per academic month from the Military Science Department but also receive drill pay from their Army National Guard or Army Reserve unit equivalent to a sergeant's pay. Cadets in this program perform the duties of an officer trainee in their Army National Guard or Army Reserve unit. The program provides valuable management experience which will interest future employers and prepare cadets for leadership and management positions after graduation.



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# NURSING PROGRAM

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## NURSING

## Associate of Science in Nursing

This program provides initial preparation for professional nursing practice and for beginning positions in hospitals and nursing homes. It is approved by the Georgia Board of Nursing and accredited by the National League for Nursing. Upon successful completion of the program, graduates are awarded the Associate 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.

Students must apply for admission into the nursing program due to limited enrollment. Admission to Augusta State University is required to apply for admission to the nursing program. Interested students must have an interview with a nursing faculty advisor and submit the application for admission to the nursing program into the nursing office before March 1 for the subsequent Fall semester program start. Enrollment is limited to a specific number based on spaces and resources available. After acceptance into the nursing program, students will have additional requirements related to health insurance, liability insurance, CPR certification, physical examination, immunizations and TB skin test. Information regarding these additional requirements will be provided to students after acceptance.

Applicants for admission to the nursing program starting Fall Semester, 1998 will be expected to meet the following requirements:

- Must be accepted for admission to Augusta State University.
- Must meet with nursing advisor.
- Must have an adjusted Nursing Grade Point Average (NGPA) of at least 2.5 (computed GPA from grades of core courses required for nursing program using most recent attempt of a repeated course). An applicant may have no more than one repeat of each core course required for the nursing program.
- Must have an overall Cumulative GPA of 2.00 or above.
- Must submit application for admission to the Department of Nursing by March 1.

Selection of applicants will be based on a ranked score of the adjusted NGPA and a weighted score based on semester core courses completed by the end of Spring Semester of the year of application. Priority will be given to applicants who have completed the Anatomy and Physiology sequence (BIOL 2111, BIOL 2112) satisfactorily.

Applicants who have failed a nursing course(s) from another program will be required to meet all the above criteria. 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 clinical faculty member in the course that was failed. Decision to admit these students will be on a case-by-case basis by the entire ASU nursing faculty. Placement in the nursing curriculum at ASU will depend on course descriptions and content outlines of nursing courses successfully passed from the previous institution.

## Advanced Placement Requirements for Practical Nursing Students

- Must meet admission requirements for nursing program
- Must be a graduate of a Practical Nursing program of the State of Georgia or an NLN accredited out-of-state program
- Must hold a current and valid Practical Nurse License from the State of Georgia

LPN students who are within 3 years or less since graduation from their practical nursing program will be eligible for advanced placement into the second semester of the nursing curriculum (Nursing 1102). Credits for Nursing 1101, Foundations of Nursing Practice, will be held in escrow until the student has satisfactorily passed Nursing 1102.

LPN students who are within 3-5 years since graduation must have a minimum of 1000 hours of nursing experience approved by the Augusta State Department of Nursing faculty within the year prior to application. The student will be eligible for advanced placement into Nursing 1102 with credits for Nursing 1101 held in escrow until successful completion of Nursing 1102.

Students who have graduated from their practical nursing program 5+ years prior to application will be required to demonstrate competence through testing for advanced placement into Nursing 1102. To be eligible for testing, a minimum of 1000 hours of nursing experience approved by the Augusta State Department of Nursing faculty is required within the year prior to application.

Augusta State University prenursing students are those who have declared Nursing as their major and are working on required core courses before seeking admission to the nursing program. They will be advised by faculty in the Department of Nursing. It is highly recommended that the Biology sequence (Human Anatomy and Physiology I and II) and English 1101 and 1102 be completed before applying for admission into the nursing program. Selection into the nursing program is based on the number of core courses completed and the GPA derived from those core courses required for the nursing program. A minimum overall grade point average (Cumulative GPA) of 2.00 and a Nursing GPA of 2.5 is required for consideration of admission into the nursing program. A minimum grade of "C" is required in English 1101 and 1102, Human Anatomy and Physiology I and II (BIOL 2111 and BIOL 2112), and Microbiology (BIOL 3110). These minimum grades must be attained before entry into the second year of the nursing program. A grade of "D" in Human Anatomy and Physiology I or II (BIOL 2111 or BIOL 2112), or Microbiology (BIOL 3110), will automatically preclude the student from registering for the subsequent nursing course in the program. (This does not apply to prenursing students.) Withdrawal from Human Anatomy and Physiology I, Human Anatomy and Physiology II, or Microbiology while taking it as a co-requisite with a nursing course will result in an automatic withdrawal from the program. A minimum grade of "C" must be attained for progression within the nursing sequence. In order to continue into the second year of nursing courses, majors are required to pass the Regents Testing Program and maintain a minimum overall GPA of 2.00 (Cumulative GPA).



Applicants to the nursing program should be aware that the state examining board 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.

Applicants who think they might have an applicable situation should talk with the department chair early in their program of study.

Please note that students who entered the sequence of nursing courses under the quarter curriculum will complete that course of study. In the Fall Semester, 1998, second year nursing students will take Nursing 201, Nursing Care of the Adult Patient With Complex Physiological Dysfunctions I, the first 10 weeks of the semester. Nursing 203, Nursing Care of the Adult Patient With Complex Physiological Dysfunctions II, will be taken the remaining five weeks. Spring Semester, 1999, second year students will take Nursing 202, Nursing Care of Children, the first five weeks and Nursing 204, Nursing Care of the Adult Patient With Complex Physiological Dysfunctions III the last 10 weeks. They also will take Nursing Issues and Trends concurrent with the other nursing courses Spring Semester.

Core Curriculum Areas A-E for Nursing Majors	20
Core Area A	9
(Grade C or better is required in English courses)	
ENGL 1101 English Composition I <u>or</u>	
ENGL 1113 Honors Freshman Composition I	3
ENGL 1102 English Composition II <u>or</u>	
ENGL 1114 Honors Freshman Composition II	3
MATH 1111 College Algebra	3
Core Area B	2
COM 1010 Communications	2
Core Area E	9
HIST 2111/2112 U.S. History	3
POLS 1101 Political Science	3
PSYC 1101 Psychology	3
Core Area F	12
(Grade C or better is required in all these courses)	
BIOL 2111 Anatomy/Physiology I	4
BIOL 2112 Anatomy/Physiology II	4
BIOL 3110 Microbiology	4
Major Concentration	38
(Grade C or better is required in all these courses)	
Nurs 1101 Foundations of Nursing Practice	9
Nurs 1102 Nursing Care Across the Life Span I	10
Nurs 2201 Nursing Care Across the Life Span II	10

Physical Education	2
Wellness and Fitness requirement will be met when nursing core is completed	
Total Hours for the Degree	72



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# POLITICAL SCIENCE PROGRAMS

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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 Introduction to American Government

Select one of the following courses: 3

POLS 2301 Introduction to Comparative Politics

POLS 2401 Introduction to Global Issues

POLS 2701 Introduction to Political Methodology  
& Research

Upper Division Courses:

POLS 3801 International Relations Theory 3

POLS 4902 World Politics 3

Select three of the following courses: 9

POLS 3101, 3201, 4701, 4801, 4901, 4903,  
4904, 4905, 4907, 4908 or Study Abroad (must be  
approved by Department Chair)

HIST 3211, 3311, 3521, 3531, 4391, 495

ANTH 4861

ECON 4820

BUSA 4200

HUMN 495 (must be approved by Department Chair)

ENGL 4360

FREN 3210, 3221, 3222

COMC 3100

SPAN 3211, 3212, 3220, 3520, 3610, 4530,  
4540, 4560, 4710, 4720

SABR 3930, 4930 must be approved by Dept. Chair

French, German, Latin and Spanish Languages  
above the 200 level

Study Abroad, Honors courses and all selected topic offerings  
must be approved by Pol. Sci. Dept. Chair.

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 90 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

- POLS 0081 Introduction to Law
- POLS 0082 Civil Litigation
- POLS 0083 Business Organizations/Corporations
- POLS 0084 Property and Estates
- POLS 0085 Criminal Law
- POLS 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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## PHILOSOPHY

### Minor in Philosophy

The objective of the philosophy program is to critically focus 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

#### Upper Division Courses

Select 15 hours from the following:

PHIL 3005 Philosophy of the Human Person 3

PHIL 3010 Ancient Political Philosophy 3

PHIL 3011 Modern and Contemporary  
Political Philosophy 3

PHIL 3012 Pragmatic Thought 3

PHIL 3020 Existentialism 3

PHIL 3095 Major Philosophers in History 3

May be repeated when subject varies:

PHIL 4030 Ancient Greek Philosophy 3

PHIL 4032 Contemporary Continental Philosophy 3

May be repeated when subject varies:

PHIL 4900 Cullum Lecture Series  
(requires Chair's approval) 3

PHIL 4990 Undergraduate Research 3

Total Upper Division Hours for the Philosophy Minor

15

# 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.

Core Curriculum Areas A-E (see p. 66) 42

Core Curriculum Area F - prerequisite POLS 1101 18

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

Required Courses prerequisite POLS 1101

POLS 2201 Intro to State and Local Government 3

POLS 2701 Intro to Political Methodology & Research 3

Option I

Select a language sequence 6

or

Option II

Select either CSCI 2000 Introduction to  
Computers and Programming 6

or

MINF 2201 Management Information Systems  
in addition to choosing an elective from the  
approved Area F courses listed below or  
selecting MATH 2210 Elementary Statistics

Electives in Political Science (recommended) 0-6

POLS 2101 Intro to Political Science

POLS 2301 Intro to Comparative Politics

POLS 2401 Intro to Global Issues - strongly  
recommended for I. S. concentration

Electives in Social Science 0-6

PHIL 1000, HIST 1111, HIST 1112, GEOG  
1111, ECON 2105, ECON 2106, PSYC 1101  
SOC 1101, SOCI 2241, ANTH 1102, ECON  
1810, HIST 2111, HIST 2112

Major Concentration 30

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

POLS 2201 and POLS 2701 are prerequisites for  
all courses in the major concentration.

POLS 3501 Ancient Political Thought or 3

POLS 3601 Modern & Contemporary Political  
Thought or POLS 3701 American Political Thought

POLS 3101 Comparative European Governments <u>or</u>	3
POLS 4901 European Union: Institutions & Policies	
POLS 3201 Govt. & Politics of Post-Communist Russia	3
<u>or</u> POLS 4801 Govt. and Politics of China	
POLS 4101 State Govt. <u>or</u> POLS 4201 Urban	3
Policy Analysis	
POLS 4601 Con. Law: Civil Liberties <u>or</u>	3
POLS 4501 Con. Law: Distribution of Power <u>or</u>	
POLS 3301 Judicial Process	
POLS 4301 Principles of Public Administration	3
<u>or</u> POLS 4401 Govt. Organization & Administrative	
Theory	
POLS 4902 World Politics <u>or</u> POLS 4903	3
International Law & Organization	
POLS 4701 Govt. of Developing Nations <u>or</u>	3
POLS 4904 Politics of Latin America	
POLS 4905 United States Foreign Policy <u>or</u>	3
POLS 3401 The American Presidency	
Select one additional course from the list above <u>or</u> :	3
POLS 4907 Selected Topics	
POLS 4906 Cullum Program as approved	
POLS 4908 Internship	
POLS 3801 International Relations Theory	
POLS 4909 Political Science Methods	
POLS 4910 Study Abroad	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

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## 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 (30) hours in Political Science with his or her choice (15 hours) of a number of courses offered in the Departments of History, Sociology, Languages, Literature and Communications, Psychology and the College of Business Administration. 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. 66)	42
Core Curriculum Area F - prerequisite POLS 1101 (Grade of C or better is required in all Area F courses)	18
Required Courses prerequisite POLS 1101	
POLS 2201 Intro to State and Local Government	3
POLS 2701 Intro to Political Methodology & Research	3
Option I	
Select a language sequence	6
or	
Option II	
Select either CSCI 2000 Introduction to Computers and Programming	6
or	
MINF 2201 Management Information Systems in addition to choosing an elective from the approved Area F courses listed below or selecting MATH 2210 Elementary Statistics	
<u>Electives in Political Science</u> (recommended)	0-6
POLS 2101 Intro to Political Science	
POLS 2301 Intro to Comparative Politics	
POLS 2401 Intro to Global Issues	
<u>Electives in Social Science</u>	0-6
PHIL 1000, HIST 1111, HIST 1112, GEOG 1111, ECON 2105, ECON 2106, PSYC 1101 SOC 1101, SOCI 2241, ANTH 1102, ECON 1810, HIST 2111, HIST 2112	
International Studies Concentration	30
(POLS 2201 and POLS 2701 are prerequisites for all courses in the major concentration.)	
POLS 3801 International Relations Theory	3
POLS 4902 World Politics	3
Choose 5 courses from:	
POLS 3101 Comparative European Politics	3
POLS 3201 Govt. & Politics of Post-Communist Russia	3
POLS 4701 Govt. of Developing Nations	3
POLS 4801 Govt. and Politics of China	3
POLS 4901 European Union: Institutions & Policies	3
POLS 4903 International Law & Organization	3
POLS 4904 Politics of Latin America	3
POLS 4905 United States Foreign Policy	3
POLS 4906 Cullum Lecture Series (w/Dept. Chair approval)	3
POLS 4907 Selected Topics (w/Dept. Chair approval)	3
POLS 4908 Undergraduate Internship(Dept. Chair approval)	3
POLS 4910 Study Abroad (Dept. Chair approval)	3

Choose 3 courses from:

9

ANTH 4861, HIST 3211, HIST 3311, HIST 3521,  
 HIST 3531, HIST 4391, HIST 4950, ECON 4820,  
 BUSA 4200, SOCI 360, HUMN 495, ENGL 4360,  
 FREN 3210, 3221, 3222, COS 310, SPAN 3211,  
 3212, 3220, 3520, 3610, 4530, 4540,  
 4550, 4560, 4710, 4720, STAB 3930,  
 4930, French, German, Latin and Spanish languages  
 above 2000 level POLS 4906, POLS 4907, 4908.  
 Study Abroad, Honors courses and all selected topic offerings  
 must be approved by Pol. Sci. Dept. Chair.

Minor Concentration	15-18
Physical Education	5
Electives	12-15
<b>Total Hours for the Degree and Concentration</b>	<b>125</b>

## **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, 2201, & 2701, prerequisites for all upper division classes and in all program specific courses.

Core Curriculum Areas A-E (see p. 66) 42

Core Curriculum Area F

(Grade of C or better is required in all Area F courses) 18

Required Courses prerequisite POLS 1101

POLS 2201 Intro to State and Local Government 3

POLS 2701 Intro to Political Methodology & Research 3

Option I

Select a language sequence 6

or

Option II

Select either CSCI 2000 Introduction to Computers and  
 Programming and MATH 2210 Elementary Statistics 6

or

MINF 2201 Management Information Systems

in addition to choosing an elective from the  
 approved Area F courses listed below

or selecting Accounting 2101



<u>Electives in Political Science</u>	0-6
POLS 2101 Intro to Political Science	
POLS 2301 Intro to Comparative Politics	
POLS 2401 Intro to Global Issues	
<u>Electives in Social Science</u>	0-6
PHIL 1000, HIST 1111, HIST 1112, GEOG 1111, ECON 2105, ECON 2106, PSYC 1101 SOC1 1101, SOCI 2241, ANTH 1102, ECON 1810, HIST 2111, HIST 2112	
Major Concentration (Grade of C or better)	30
Select 12-15 hours from the following Political Science Courses:	
POLS 3301 Judicial Process	3
POLS 3401 The American Presidency	3
POLS 4501 Constitutional Law: Distribution of Power	3
POLS 4601 Constitutional Law: Civil Liberties	3
POLS 3701 American Political Thought	3
POLS 4401 Govt. Organization & Administrative Theory	3
Select 3 hours from the following:	
POLS 3101 Comparative European Governments	3
POLS 4903 International Law	3
POLS 4905 United States Foreign Policy	3
Select 6-12 hours of Political Science Courses at the 3000-4000 level.	
Select 3-6 hours from the following law-related courses:	
COMC 3000 Media Law and Ethics	3
MGMT 2106 (prereq. 50 hours in the core)	3
BUSA 4210 (prereq. 50 semester hours)	3
SOCI 4431 Criminology	3
SOCI 4432 Juvenile Delinquency	3
Minor Concentration	15-18
Electives	12-15
Recommended to include:	
CJ 1103	3
POLS 2000	3
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, 2201, and 2701, prerequisites for all upper division courses.

Core Curriculum Areas A-E (see p. 66) 42

Core Curriculum Area F  
(Grade of C or better is required in all Area F courses) 18

Required Courses (prerequisite POLS 1101):  
POLS 2201 Intro to State and Local Government 3  
POLS 2701 Intro to Political Methodology & Research 3

Option I  
Select a language sequence 6  
or

Option II  
MATH 2210 Elementary Statistics combined  
with CSCI 2000 Introduction to Computer  
Programming or MINF 2201 Microcomputer  
Applications 6

Elective Courses in Area F

Select 6 hours from Option I approved Area F  
courses, or Option II courses listed below:

Option I  
POLS 2101 Intro to Political Science  
POLS 2301 Intro to Comparative Politics  
POLS 2401 Intro to Global Issues  
GEOG 1111 Introduction to Geography  
HIST 2111, 2112 American History I, II  
PHIL 1000 Introduction to Philosophy  
PSYC 1101 Principles of Psychology  
SOC 1101 Introduction to Sociology  
or

Option II  
ACCT 2101, 2102 Principles of Accounting I, II  
(Math 1101 or 1111 prereq. for ACCT 2101)

Major Concentration  
(Grade of C or better is required in all these courses) 30

Select 12-15 hours from the following:  
POLS 3301 Judicial Process 3  
POLS 4101 State Government 3  
POLS 4201 Urban Policy Analysis 3  
POLS 4301 Principles of  
Public Administration 3  
POLS 4401 Govt. Organization &  
Administrative Theory 3  
ECON 2105 Macroeconomics 3

Select 15 hours from the following courses:

SOCI 4451 Sociology of Work and Occupations	3
SOCI 4461 Urban Sociology	3
SOCI 3340 Social Stratification	3
SOCI 3360 World Population and Development	3
MGMT 2106 Legal & Ethical Environment of Business	3
MGMT 3500 Management Theory & Practice	3
MGMT 4500 Human Resources Management	3
*POLS 4907 Selected Topics	3
*POLS 4908 Undergraduate Internship	3
(*Requires Dept. Chair's approval)	

Minor Concentration	15-18
Electives	12-15
Physical Education	5
<b>Total Hours for the Degree</b>	<b>125</b>

## POLITICAL SCIENCE

## SECONDARY SCHOOL TEACHING

Bachelor of Arts, Major in Political Science,  
Certification in Secondary Education

Students who wish to supplement this program with courses leading to Georgia Department of Education broad-field certification in social sciences should see "Social Sciences Certification" in the "Academic Regulations and Information" section of this catalog. All courses in the major program require a "C" or better.

Core Curriculum Areas A-E (see p.66)	42
Core Curriculum Area F (Grade of C or better is required in all Area F courses)	18
Required Courses prerequisite POLS 1101	
POLS 2201 Intro to State and Local Government	3
POLS 2701 Intro to Political Methodology & Research	3
Option I	
Select a language sequence	6
<u>or</u>	
Option II	
Select either CSCI 2000 Introduction to Computers and Programming	6
<u>or</u>	
MINF 2201 Management Information Systems in addition to choosing an elective from the Area F courses listed below	
<u>or</u> selecting MATH 2210 Elementary Statistics	

<u>Electives in Political Science</u> (recommended)	0-6
POLS 2101 Intro to Political Science	
POLS 2301 Intro to Comparative Politics	
POLS 2401 Intro to Global Issues	
<u>Electives in Social Science</u>	0-6
PHIL 1000, HIST 1111, HIST 1112, GEOG 1111, ECON 2106, ECON 2105, PSYC 1101, SOCI 1101, SOCI 2241, ANTH 1102, HIST 2111, HIST 2112	
Major Concentration	30
(POLS 2201 and POLS 2701 are prerequisites for all upper division courses)	
POLS 3101 Comparative European Governments <u>or</u>	3
POLS 4701 Governments of Developing Nations	
POLS 3601 Modern & Contemporary Political Thought <u>or</u>	3
POLS 3701 American Political Thought	
POLS 4101 State Government <u>or</u>	3
POLS 4201 Urban Policy Analysis	
POLS 4301 Principles of Public Administration <u>or</u>	3
POLS 3401 The American Presidency	
POLS 4501 Constitutional Law: Distribution of Power <u>or</u>	3
POLS 4601 Constitutional Law: Civil Liberties	
POLS 4902 World Politics <u>or</u>	3
POLS 4905 United States Foreign Policy	
Select 9 additional hours of 300/400 level Political Science	9
Professional Education	27
SCED 4101 Secondary School Student	3
SCED 4102 Secondary School Context and Curr. Coherence	3
SCED 4201 Social Studies Pedagogy I	3
SCED 4202 Social Studies Pedagogy II	3
SCED 4901 Apprenticeship	12
SCED 4902 Seminar	3
Electives	3
Physical Education	5
Total Hours for the Degree	125

A courses submitted for the minor, including prerequisites, must be completed with a grade of C or better. Either Political Science 2201 or 2701 must be completed with a grade of C or better before enrolling in upper division Political Science courses. Exceptions to this policy must be approved by the department chair.

Prerequisites: POLS 1101 Intro to American Government

Select one of the following courses: 3  
Political Science 2201 Intro to State and Local  
Government  
Political Science 2701 Intro to Political methodology  
& Research

Upper Division Courses  
Select 5 courses in Political Science which are  
numbered 3000 and above 15

Total Hours for the Political Science Minor 18



# PSYCHOLOGY PROGRAMS

## PSYCHOLOGY

## Bachelor of Arts with a Major in Psychology

Core Curriculum Areas A-E 42

Core Curriculum Area F 18

Take the following:

(Earning grade C or better)

PSYC 1101 Introduction to General Psychology 3

Take two of the following:

(Earning grade C or better in each)

PSYC 1103 Introduction to the Behavioral  
and Social Sciences 3

PSYC 1105 Honors Seminar in Psychology 3

PSYC 2101 Introduction to the Psychology of Adjustment 3

PSYC 2103 Introduction to Human Development 3

PSYC 2150 Introduction to Human Diversity 3

Select remaining 9 hours from approved 1000-2000

non-psychology courses:

ANTH 1112 Introductory Anthropology 3

ANTH 2011 Cultural Anthropology 3

BIOL 2111 Anatomy and Physiology 4

CHEM 1152 Survey of Chemistry II 4

COMC 2010 Mass Media and Society 3

COMS 1010 Communication/Speech 2

COMS 1020 Communication/Speech 3

CSCI 2000 Introduction to Computers and Programming 3

CJ 1103 Introduction to Criminal Justice 3

ECON 1810 Introduction to Economics 3

ECON 2106 Microeconomics 3

EDUC 2102 Human Development in  
the Educative Process 3

GEOG 1111 World Geography 3

GEOL 1122 Introductory Geosciences II:  
Historical Geology 4

HONR 1010 Honors Introductory Seminar:  
The Nature of Inquiry 3

HONR 1900 Contemporary Issues 3

MATH 1120 Contemporary Mathematics 3

MATH 1220 Applied Calculus 3

MATH 2210 Elementary Statistics 3

MILS 1030 Military Leadership and Management 2

MINF 2201 Management Information Systems 3

PHIL 1000 Introduction to Philosophy 3

POLS 1201 Society, Law and the Criminal 3

SOCI 1101 Introduction to Sociology	3
SOCI 1160 Social Problems Analysis	3
SOCI 2241 Multiculturalism in Modern Society	3
Foreign Languages, 1000-2000 level	3

Major Concentration 30

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 consider taking Psychological Careers, PSYC 3900, 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.

Take the following in sequence:

(Earning grade C or better in each)

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 4180 Biological Psychology	3
PSYC 4165 Learning and Cognition	3
PSYC 4125 Psychological Tests and Measurement	3
PSYC 4173 Social Psychology	3

Select remaining hours from any advisor-approved

PSYC 3000-4000 courses. (Earning grade C or better)	16
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Restrictions: No more than 3 hours of credit to be counted in the major may come from the Cullum Lecture Series (PSYC 4190), independent study (PSYC 4195), internship (PSYC 4196), and/or research (PSYC 4199). This policy does not apply to nonrepetitive special topics courses which carry a PSYC 4195 designation.

Minor Concentration 15-18

Persons 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

**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 talking Psychological Careers, PSYC 3900, 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 the Cullum Lecture Series PSYC 4190, independent study PSYC 4195, internship PSYC 4196, and/or research PSYC 4199. This policy does not apply to nonrepetitive special topics courses which might carry a PSYC 4195 designation. Depending upon major requirements, students may be able to take additional psychology courses as electives.





# SOCIOLOGY PROGRAMS

## CRIMINAL JUSTICE

**Bachelor of Arts  
with a Major in Criminal Justice**

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
CJ 1103 Introduction to Criminal Justice	3
POLS 1201 Introduction to Society, Law, and the Criminal	3
SOCI 1101 Introduction to Sociology <u>or</u> SOCI 1103 Introduction to Behavioral and Social Sciences	3
SOCI 1160 Social Problems Analysis	3

Select two of the following courses:

- ACCT 2101 Principles of Accounting
- ECON 1810 Introduction to Economics
- MATH 2210 Elementary Statistics
- PHIL 1000 Introduction to Philosophy
- PSYC 1101 Introduction to General Psychology
- SOCI 2241 Multicultural Diversity
- SOWK 1111 Introduction to Social Work
- A two-course sequence in a foreign language

Major Concentration

(Grade of C or better is required in each course) 33

CJ 3330 Social Deviance

Select five from the following courses:

- CJ 3329 Introduction to Police Science
- CJ 3333 Introduction to Corrections
- CJ 3334 Institutional Corrections
- CJ 3335 Community Corrections
- CJ 3341 White Collar Crime
- CJ 3395 Selected Topics
- CJ 3431 Criminology
- CJ 4432 Juvenile Delinquency
- CJ 4433 Juvenile Justice
- CJ 4435 Women, Crime, and the Criminal Justice System
- CJ 4441 Violence and the South
- CJ 4490 Cullum Lecture Series
- CJ 4495 Selected Topics
- CJ 4496 Internship
- CJ 4499 Undergraduate Research
- POLS 3301 Judicial Process
- POLS 4401 Governmental Organization & Administrative Theory
- SOCI 3380 Sociological Theory
- SOCI 3381 Methods in Social Research I
- SOCI 3382 Methods in Social Research II

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

### 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:	3
MATH 1101 Introduction to Mathematical Modeling	
MATH 1111 College Algebra	
MATH 1113 Pre-calculus Mathematics	
MATH 1120 Contemporary Mathematics	
Select one two-course sequence in a laboratory science:	6
BIOL 1101 and 1102	
CHEM 1151 and 1152	
CHEM 1211 and 1152	
CHEM 1211 and 1212	
GEOL 1121 and 1122	
PHSC 1011 and 1012	
PHYS 1111 and 1112	
PHYS 2211 and 2212	
Select one of the following history courses:	3
HIST 2111 United States to 1877	
HIST 2112 United States since 1877	
POLS 1101 Introduction to American Government	3
POLS 1201 Introduction to Society, Law, and the Criminal	3
PSYC 1101 Introduction to General Psychology	3
PSYC 3450 Abnormal Psychology	3
SOC1 1101 Introduction to Sociology	3
SOC1 1160 Social Problems Analysis	3
CJ 1103 Introduction to Criminal Justice	3
CJ 3329 Introduction to Police Science	3
CJ 3333 Prisons	3
Social Science Electives	3
General Elective	10
Physical Education	5
COMS1010	2
Total Hours for the Degree	60

## GERONTOLOGY

### Minor in Gerontology

Prerequisites	6
SOCI 1101 Introduction to Sociology	
PSYC 1101 Introduction to General Psychology	
Upper Division Courses	12
PSYC 3320 Psychology of Adult Development and Aging	
SOCI 3320 Sociology of Aging	
SOCI 4421 Gerontology	
Select one of the following:	
PSYC 4960 Undergraduate Internship	
PSYC 4990 Undergraduate Research	
SOWK 4496 Undergraduate Internship	
SOWK 4499 Undergraduate Research	
SOCI 3375 Sociology of Death, Grief, and Caring	
SOCI 4496 Undergraduate Internship	
SOCI 4499 Undergraduate Research	
Minor Concentration	18
Total Hours for the Minor	36

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## SOCIOLOGY

### Minor in Social Work

Prerequisites	
SOWK 1111 Introduction to Social Work or	
SOWK 2234 Introduction to Social Welfare	3
Upper Division Courses	15
SOWK 3346 Methods of Social Work	
SOWK 3358 Field Placement	
Select three courses from the following list:	
SOWK 3322 Agencies and Services	
SOWK 3375 Sociology of Death, Grief, and Caring	
SOWK 4421 Gerontology	
SOWK 4495 Selected Topics	
SOWK 4496 Undergraduate Internship	
SOWK 4499 Undergraduate Research	
May include one of the following:	
PSYC 3450 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 SOI 3303 or SOCI 4441)	
Total Hours for the Minor	18

Prerequisites

SOCI 1101 Introduction	
<u>or</u> SOCI 1103 Introduction to Behavioral and Social Sciences	3
SOCI 1160 Social Problems Analysis	3

Minor Concentration 12

Select four courses from the following list:

- SOCI 3303 Sociology of the Family
- SOCI 3317 Sociology of Medicine
- SOCI 3320 Sociology of Aging
- SOCI 3330 Social Deviance
- SOCI 3340 Social Stratification
- SOCI 3350 Sociology of Organizations
- SOCI 3360 World Population and Development
- SOCI 3373 Social Psychology
- SOCI 3375 Sociology of Death, Grief, and Caring
- SOCI 3380 Sociological Theory
- SOCI 3381 Methods in Social Research I
- SOCI 3382 Methods in Social Research II
- SOCI 3385 Sociology of Religion
- SOCI 3395 Selected Topics
- SOCI 4404 Urban Social Problems
- SOCI 4413 Sociology of Education
- SOCI 4421 Gerontology
- SOCI 4431 Criminology
- SOCI 4432 Juvenile Delinquency
- SOCI 4435 Women, Crime, and the Criminal Justice System
- SOCI 4441 Racial and Ethnic Minority Groups in the US
- SOCI 4442 Sociology of Women
- SOCI 4443 Social Movements
- SOCI 4451 Sociology of Work and Occupations
- SOCI 4461 Urban Sociology
- SOCI 4490 Cullum Lecture Series
- SOCI 4495 Selected Topics
- SOCI 4496 Undergraduate Internship
- SOCI 4499 Undergraduate Research

Total Hours for the Minor 18

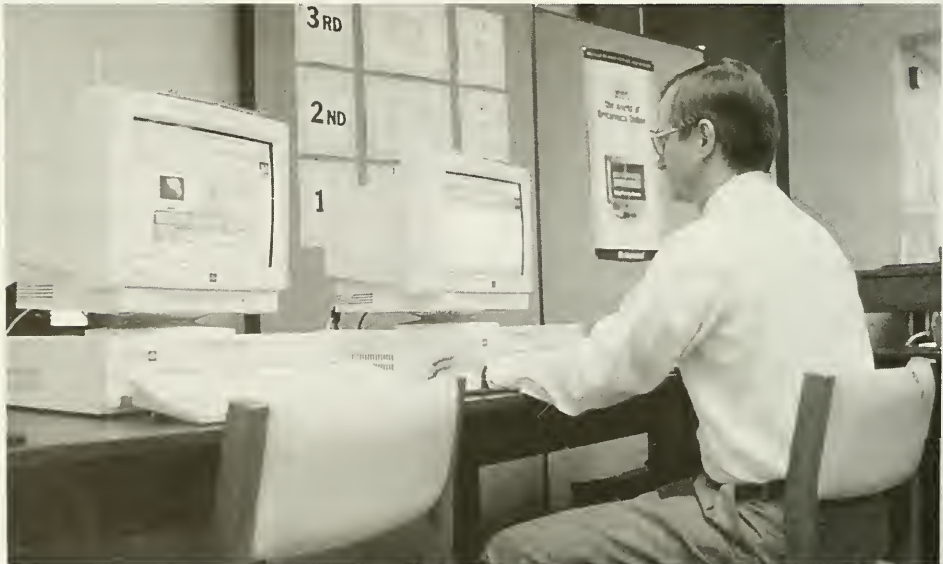
# SOCIOLOGY

## Bachelor of Arts with a Major in Sociology

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
SOCI 1101 Introduction	
<u>or</u> SOCI 1103 Introduction to Behavioral and Social Sciences	3
SOCI 1160 Social Problems Analysis	3
Select four of the following courses:	12
ANTH 2111 Cultural Anthropology	
ECON 1180 Introduction to Economics	
COMC 2010 Mass Media and Society	
MATH 2210 Elementary Statistics	
PHIL 1000 Introduction to Philosophy	
PSYC 1101 Introduction to General Psychology	
SOCI 2241 Multicultural Diversity	
SOWK 1111 Introduction to Social Work or	
SOWK 2234 Introduction to Social Welfare	
Two course sequence in a foreign language	
Major Concentration	30
(Grade of C or better is required in each course)	
SOCI 3380 Sociological Theory	3
SOCI 3381 Methods in Social Research I	3
SOCI 3382 Methods in Social Research II	3
Complete two courses from a departmentally approved track* (must include the 3000-level course)	6
<u>Notes</u>	
<b>*Track One:</b> SOCI 3320 and SOCI 4421	
<b>Track Two:</b> SOCI 3330 and chose one of the following: SOCI 4431, <u>or</u> SOCI 4432, <u>or</u> SOCI 4435	
<b>Track Three:</b> SOCI 3340 and chose one of the following: SOCI 4441, <u>or</u> SOCI 4442 <u>or</u> SOCI 4443	
<b>Track Four:</b> SOCI 3350 and SOCI 4451	
Select five more courses from the following list not to include courses selected for track	15
SOCI 3303 Sociology of the Family	
SOCI 3317 Sociology of Medicine	
SOCI 3320 Sociology of Aging	
SOCI 3323 Popular Culture	
SOCI 3330 Social Deviance	
SOCI 3340 Social Stratification	
SOCI 3350 Sociology of Organizations	
SOCI 3360 World Population and Development	

SOCI 3373 Social Psychology  
 SOCI 3375 Sociology of Death, Grief, and Caring  
 SOCI 3385 Sociology of Religion  
 SOCI 3395 Selected Topics  
 SOCI 4404 Urban Social Problems  
 SOCI 4413 Sociology of Education  
 SOCI 4421 Gerontology  
 SOCI 4431 Criminology  
 SOCI 4432 Juvenile Delinquency  
 SOCI 4435 Women, Crime, and the Criminal Justice System  
 SOCI 4441 Racial and Ethnic Minority Groups in the US  
 SOCI 4442 Sociology of Women  
 SOCI 4443 Social Movements  
 SOCI 4451 Sociology of Work and Occupations  
 SOCI 4461 Urban Sociology  
 SOCI 4490 Cullum Lecture Series  
 SOCI 4495 Selected Topics  
 SOCI 4496 Undergraduate Internship  
 SOCI 4499 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



# College of Education

Since its founding in 1783 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 practicum 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 are offered through the departments of Teacher Development, Clinical and Professional Studies, and Kinesiology and Health Science. Undergraduate degree programs in secondary education for teachers of English, History, mathematics, political science, science, social studies, and preschool through twelfth grade in foreign language, and music are offered in collaboration with the Pamplin College of Arts and Sciences.

The College of Education offers the Bachelor of Education degree in:

- Early Childhood Education
- Middle Grades Education
- Health and Physical Education
- Special Education



## Faculty

Dean: R. Freeman

### Department of Clinical and Professional Studies

Professor: Bamabei, F.; Chou, F.; Freeman, R.; Harris, P. (Cree-Walker Chair of Education); Hertzog, J. (Department Chair)

Associate Professor: Blackwell, B.; Jackson, C.; Stayer, F.

Assistant Professor: Arbaugh, T.; Blanton, B.; Geren, P.; Long, K.; Pollingue, A.

### Department of Kinesiology and Health Sciences

Professor: Harrison, R. (Department Chair)

Associate Professor: Forbus, W.; Gustafson, O'Connor, M.

Assistant Professor: Burau, D.; Fite, S.; Hardy, L.; Thomas, B.

### Department of Teacher Development

Professor: Cooper, M.G. (Department Chair); Smith, L.; Weber, R.

Assistant Professor: Beatty, C.; Cronk, R.; Eisenman, G.; Grubb, J.; Thornton, H.; Tonnis, D.;

## 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.

1. A cumulative grade point average of at least 2.5 (4.0 scale) on all undergraduate course work taken at Augusta State University. (For students transferring course work to ASU, an overall cumulative grade point average of at least 2.5 on the combined transferred and ASU course work is required.)
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, 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 Praxis I at the following scores: **CBE:** Mathematics 321; Reading 322; and Writing 321. **Pre-professional:** Mathematics 176; Reading 176; and Writing 174.
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 who are not admitted to Teacher Education will not be allowed to enroll in these courses. The Grade Point Average for admission to Teacher Education is calculated using all course work attempted by the student. In cases where a course has been repeated, the last grade earned in the course will be utilized to calculate the cumulative grade point average.

### **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 are required to 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 the College of Education's Undergraduate Advisor or designated college faculty (early childhood). Located in Butler Hall, Suite E, these individual are available to assist students with a wide-range of scheduling and planning issues.

**Advisement After Admission to Teacher Education**---Students who have been admitted to Teacher Education are assigned a faculty member in their specialized area. This faculty member will assist students in planning programs of study to meet the requirements of the selected field of study.

### **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. In some cases, entire courses will be taught in a public school setting. 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 level 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 2101 - Historical and Philosophical Foundations of 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:

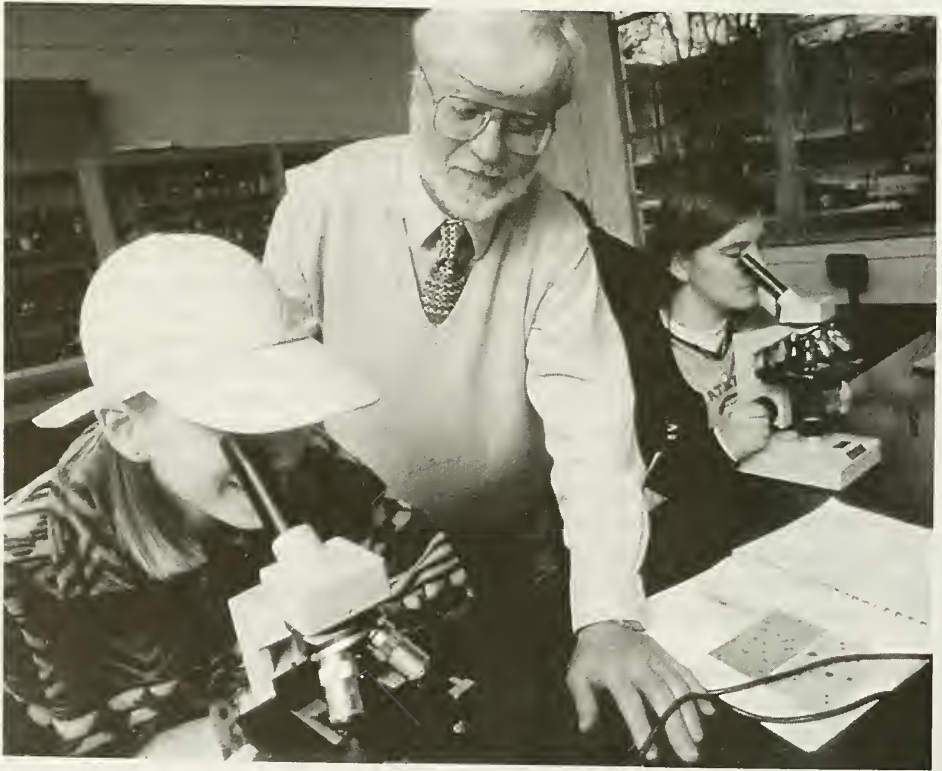
1. Complete all of the required course work in field of study.
2. Successfully complete the Apprenticeship Experience.
3. Earn a passing score on the PRAXIS II examination in the appropriate certification field.
4. Complete the application process for certification.

### **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 PRAXIS I examination at the following scores: **CBE:** Mathematics 321; Reading 322; and Writing 321. **Pre-professional:** Mathematics 176; Reading 176; and Writing 174.
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 PRAXIS II examination in the appropriate certification field.
7. Complete the application process for certification.



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**DEPARTMENT OF CLINICAL AND PROFESSIONAL STUDIES**

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**SPECIAL EDUCATION****Bachelor of Science in Education  
with a Major in Intellectual Disabilities**

Core Curriculum Areas A-E for Non-Science Majors	42
Area F	18
EDUC 2101 Introduction to Historical and Philosophical Foundations Of American Education	3
EDUC 2102 Human Development and Learning Theory	3
EDUC 2103 Education Technology	3
PSYC 1101 or SOC 1001 or PHIL 1000 or ANTH 1102	3
SOCI 2241 or PSYC 2150	3
Advisor Approved 1000-2000 level elective	3
Major Concentration	60
BLOCK 1 (15)	
ECED 3222 Math I	3
ECED 3212 Literacy I	3
SPED 3001 Policies and Procedures	3
SPED 3000 Teaching Students with Disabilities	3
KINS 3241 Adapted Physical Education	3
BLOCK 2 (15)	
ECED 4313 Literacy II	3
SPED 3003 Assessment	3
SPED 3002 Characteristics of ID	3
SPED 4001 Methods/Materials for S/P	3
ECED 3231 Teaching Science or	
ECED 4342 Teaching Social Studies	3
BLOCK 3 (15)	
SPED 4002 Methods for MI/MO	3
SPED 4004 Consultation/Collaboration	3
SPED 4003 Classroom Management	3
ECED 4381 Creative Arts	3
Advisor Approved Elective	3
BLOCK 4 (15)	
SPED 4491 Apprentice Experience	15
Physical Education	5
Total Hours for the Degree	125

**HEALTH AND PHYSICAL EDUCATION**

**Bachelor of Science in Education  
with a Major in Health and Physical Education  
Option in Exercise, Sport, and Health Science  
Track in Health Science**

Core Curriculum Areas A-E for Non-Science Majors	42
Core Curriculum Area F	18
EDUC 2101 History & Philosophy Foundations	3
EDUC 2102 Human Development & Learning Theory	3
EDUC 2103 Educational Technology	3
BIOL 2111 Human Anatomy	4
BIOL 2112 Human Physiology	4
KINS 2100 Seminar on Electronic Portfolio Development	1
 Major Concentration	 60
Kinesiology and Health Science Core (12)	
ESCI 3210 Motor Behavior	3
ESCI 3220 Structural Kinesiology	3
ESCI 4220 Exercise Physiology	3
KINS 3241 Adapted Physical Education	3
Professional Preparation Courses (48)	
HSCI 4330 Seminar on Contemporary Health Issues	3
HSCI 3440 Introduction to Health Science Education	3
HSCI 3410 Community Planning and Health Science	3
HSCI 4313 Introduction to Health Care Delivery	3
HSCI 4311 Epidemiology	3
HSCI 4300 Internship in Health Science	9
HSCI 4312 Biostatistics	3
HSCI 4300 Internship in Health Science	9
SOC1 4421 Gerontology	3
ANTH 4861 World Ethnology	6
Choose 6 units from:	
HSCI 3311 Introduction to Human Sexual Behavior	3
HSCI 3312 Introduction to Human Disease	3
PSYC3180 Drugs and Behavior	3
Choose 3 units from:	
SOC1 3340 Social Stratification	3
SWK/SOC 3375 Thanatology	3
Choose 3 units from:	
SOC1 3360 World Population and Development	3
PSYC 3183 Psychology of Health	3
Physical Education	5
 Total Hours for the Degree	 125

# HEALTH AND PHYSICAL EDUCATION

## Bachelor of Science in Education with a Major in Health and Physical Education Option in Exercise, Sport, and Health Science Track in Exercise and Sport Science

Core Curriculum Areas A-E for Non-Science Majors	42
Core Curriculum Area F	18
EDUC 2101 History & Philosophy Foundations	3
EDUC 2102 Human Development & Learning Theory	3
EDUC 2103 Educational Technology	3
BIOL 2111 Human Anatomy	4
BIOL 2112 Human Physiology	4
KINS 2100 Seminar on Electronic Portfolio Development	1
Major Concentration	60
Kinesiology and Health Science Core (12)	
ESCI 3210 Motor Behavior	3
ESCI 3220 Structural Kinesiology	3
ESCI 4220 Exercise Physiology	3
KINS 3241 Adapted Physical Education	3
Professional Preparation Courses (48)	
ESCI 3320 Fitness and Wellness Programming	3
ESCI 3310 Behavioral Fitness	3
ESCI 4320 Adult Fitness and Rehabilitation	3
ESCI 3300 Practicum in Exercise and Sport Science	3
ESCI 4330 Seminar in Exercise and Sport Science	3
ESCI 4300 Internship in Exercise and Sport Science	12
Select 9 hours from HSCI courses	9
Select 6 hours from ACCT/COMC/COMP/COMS courses	6
Select 6 hours from MGMT/MKTG courses	6
Physical Education	5
Total Hours for the Degree	125

# HEALTH AND PHYSICAL EDUCATION

## Bachelor of Science in Education with a Major in Health and Physical Education Option in Health and Physical Education Teacher Education

Core Curriculum Areas A-E for Non-Science Majors	42
Core Curriculum Area F	18
EDUC 2101 History and Philosophy Foundations	3
EDUC 2102 Human Development and Learning Theory	3
EDUC 2103 Educational Technology	3
BIOL 2111 Human Anatomy	4
BIOL 2112 Human Physiology	4
KINS 2100 Seminar on Electronic Portfolio Development	1
Major Concentration	60
Kinesiology and Health Science Core (12)	
ESCI 3210 Motor Behavior	3
ESCI 3220 Structural Behavior	3
ESCI 4220 Exercise Physiology	3
KINS 3241 Adapted Physical Education	3
Teacher Education Sequence (48)	
KINS 3301 Teaching Lab 1: Movement I	1
KINS 3302 Teaching Lab 2: Movement II	1
KINS 3303 Teaching Lab 3: Movement III	1
KINS 3304 Teaching Lab 4: Team Sports I	1
KINS 3305 Teaching Lab 5: Team Sports II	1
KINS 3306 Teaching Lab 6: Individual/Dual Activities I	1
KINS 3307 Teaching Lab 7: Individual/Dual Activities II	1
KINS 3308 Teaching Lab 8: Aquatics and Outdoor Education	1
KINS 4330 History and Philosophy of Kinesiology	3
ESCI 4340 Measurement & Evaluation in Health Science & Kinesiology	2
KINS 3321 Conducting Quality Health and Physical Education Programs	3
KINS 3342 Technology in Kinesiology	2
KINS 3343 PE & Health for Early Childhood Education	3
KINS 4342 PE & Health for Middle and Secondary School Students	3
HSCI 3410 Community Planning and Health Science	3
HSCI 3440 Introduction to Health Science Education	3
HSCI 4341 Instructional Strategies in Health Science	3
KINS 4300 Student Teaching	15
Physical Education	5
Total Hours for the Degree	125



**HEALTH AND PHYSICAL EDUCATION****Minor in Health and  
Physical Education  
Option in Kinesiology****Courses Required as Specified Below:**

ESCI 3210 Motor Behavior	3
ESCI 3220 Structural Behavior	3
ESCI 4340 Measurement and Evaluation	3
KINS 3321 Conducting Quality HPE Programs	3
KINS 3342 Technology in Kinesiology	2
KINS 4330 History & Philosophy of Kinesiology	3
Select two semester hours from KINS 3301-3308	2

**Total Hours for the Minor****18****HEALTH AND PHYSICAL EDUCATION****Minor in Health and  
Physical Education  
Option in Exercise and Sport Science****Courses Required as Specified Below:**

ESCI 3210 Motor Behavior	3
ESCI 3220 Structural Behavior	3
ESCI 3310 Behavioral Fitness	3
ESCI 3320 Fitness and Wellness Programming	3
ESCI 4220 Exercise Physiology	3
ESCI 4320 Adult Fitness and Rehabilitation	3

**Total Hours for the Minor****18****HEALTH AND PHYSICAL EDUCATION****Minor in Health and  
Physical Education  
Option in Health Science****Courses Required as Specified Below:**

HSCI 3410 Community Planning & Health Science	3
HSCI 4311 Epidemiology	3
HSCI 4312 Biostatistics	3
HSCI 4313 Introduction to Health Care Delivery	3
HSCI 4330 Seminar on Contemporary Health Issues	3

**Choose 3 semester hours from:**

HSCI 3311 Introduction to Human Sexual Behavior	3
HSCi 3312 Introduction to Human Disease	3

**Total Hours for the Minor****18**

**EARLY CHILDHOOD EDUCATION**

**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 2101 Historical & Philosophical Foundations of Education	3
EDUC 2102 Human Development & Learning Theory	3
EDUC 2103 Educational Technology	3
HSCI 2351 Health and Physical Education for Early Childhood	3
MUSE 2351 Kindergarten & Elementary Public School Music	3
ART 2351 Art Education, Teaching P-8	3
 Major Concentration	 60
BLOCK 1 (15)	
ECED 3121 Math I - Pre K	3
ENGL 3320 Literature across the curriculum	3
ECED 3161 Management and Family Involvement	3
ECED 3151 Early Childhood Curriculum	3
SPED 3171 Exceptional Children	3
BLOCK 2 (15)	
ECED 3212 Literacy I	3
ECED 3252 Elementary Curriculum	3
ECED 3222 Math II - 3-5	3
ECED 3231 Science I	3
ECED 3241 Social Studies I	3
BLOCK 3 (15)	
MAT 4240 Math III - Mathematical Reasoning and Connections	3
ECED 4313 Literacy II	3
ECED 4332 Science II	3
ECED 4342 Social Studies II	3
ECED 4381 Integrated Creative Arts	3
BLOCK 4 (15)	
ECED 4491 Apprenticeship	12
ECED 4492 Seminar	3
 Lab Experiences in Blocks 1, 2, & 3	
7 weeks class - 3 hrs. per week/per class	
5 weeks lab - 6 hrs. per day. 5 days a week	
3 weeks class - 3 hrs. per week/per class	
Physical Education	5
Total Hours for the Degree	125

**MIDDLE GRADES EDUCATION****Bachelor of Science in Education  
with a Major in Middle Grades Education**

Core Curriculum Areas A-E for Non-Science Majors	42
Area F	18
EDUC 2101 Historical & Philosophical Foundations of Education	3
EDUC 2102 Human Development & Learning Theory	3
EDUC 2103 Educational Technology	3
ART 2351 Art Education, Teaching P-8	3
or	
MUS 2351 Public School Music	3
Additional hours in Arts & Sciences not taken in Areas A-E	6
<b>Major Concentration</b>	<b>60</b>
Core Course (9)	
MGED 3111 MS Core I--Student/Teacher Roles	3
MGED 3112 MS Core II--Classroom	3
MGED 3213 MS Core III--School Organization	3
Content Specialization Courses (18)	
Choose two of the following sets:	
Language Arts	
MGED 3221 Middle Grades Language Arts	3
ENGL 3810 Writing for Middle Grades	3
ENGL 3330 Literature for Adolescents	3
Mathematics	
MGED 3231 Mathematics Education for Middle Grades	3
MATH 4261 Mathematics for Middle School Teachers I	3
MATH 4262 Mathematics for Middle School Teachers II	3
Social Studies	
MGED 3241 Social Studies Education for Middle Grades	3
Two Courses from selected list of history and political science 3000-4000 level	6
Science	
MGED 3251 Science Education for Middle Grades	3
Two Courses from selected list of Biology, Chemistry, Physics 3000-4000 level	6
Additional Content Courses (6)	
MGED 3222 MS Reading	3
MGED 4160 The Creative Arts	3

Take two of the following in content areas not identified as specialization:

Learning in the Disciplines (6)	
MGED 3220 Language Arts	3
MGED 3230 Math	3
MGED 3240 Science	3
MGED 3250 Social Studies	3
Content Integration Courses (21)	
MGED 4110 Teaching on an Integrated Team	3
MGED 4111 Integrated Instruction in Middle School	3
MGED 4210 Apprenticeship & Seminar in Middle Grades	15
Physical Education	5
Total Hours for the Degree	125

## SECONDARY EDUCATION

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# College of Business Administration

The College of Business Administration prepares students for leadership and service in business, the professions, and government, and for becoming responsible citizens and leaders in society. Viewing organizations as operating in a dynamic social, political, and economic environment, the College has determined the following as its mission:

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 College of Business Administration is advised and supported by an advisory board chaired by Mr. H. M. Osteen, Jr., Retired Chairman of the Board, Banker's First. This group of local business leaders meets quarterly and serves as a bridge between the College and the community. Members in 1998-1999 were:

Mr. Thomas M. Blanchard, Blanchard & Calhoun  
Mr. Dan Blanton, President and CEO, Georgia Bank & Trust  
Mr. Marshall Brown, J.C. Bradford & Co.  
Mr. David Burton, Business Advisor  
Mr. Roy F. Chalker, Jr., Chalker Publishing Company  
Mr. John T. Cosnahan, Administrative Partner, Baird and Company  
Mr. Larry DeMeyers, Business Advisor  
Mr. Edwin L. Douglass, Jr., President, E.L.D., Inc.  
Ms. Linda Hardin, Manager, Augusta Mall  
Mr. Gary Jones, Massachusetts Mutual Life Insurance Co.  
Mr. Brian Marks, President, Augusta Sportswear  
Ms. Rosie Messer, President, Brandon Wilde  
Mr. Sam Nicholson, Attorney  
Mr. H. M. Osteen, Jr., Retired Chairman of the Board, Banker's First  
Judge Carlisle Overstreet  
Mr. William Paugh, President & CEO, St. Joseph Hospital  
Mr. Joe Pollock, President, Pollock Office Machine Company  
Ms. Martha Rice, AT&T  
Mr. Charlie Rivers, President, First Union Corporation of Georgia  
Mr. Abram J. Serotta, Managing Partner, Serotta, Maddocks, and Evans, CPA's  
Mr. Paul Simon, Riverfront Building  
Mr. Preston Sizemore, Sizemore Security International

Mr. Tommy Stone, Georgia Power Company  
Mr. Pat Tante, Community Relations Director, G. D. Searle & Co.  
Mr. William Thompson, President, SunTrust Bank  
Mr. Ray Walters, Koger-Walters Oil Co.  
Mr. James West, Metro Chamber of Commerce

Members of the faculty of the College of Business Administration are as follows:

Dean: Widener, J.K.

Associate Dean: Bramblett, R.M.

Graduate Studies: Bramblett, R.M., Director

Assistant Dean: Lisko, M.K.

Professor: Brannen, D.E.; Ibrahim, N.A.; Kuniansky, H.R.; Mobley, M.F.

Associate Professor: Bradley, M.P.; Bramblett, R.M.; Brauer, J.; Coleman, B.C.; Grayson, J.M.;

Greene, J.D.; Jackson, P.Z.; Leightner, J.E.; Miller, J.R.; Schultz, T.A.; Styron, W.J.;  
Ziobrowski, B.J.

Assistant Professor: Lisko, M.K.; Payton, F.C.; Sherrouse, M.T.; Fitch, J.L.

Instructor: Kirk, R.

### **Prerequisites and Course Sequencing**

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.

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.

# 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, 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 ENG 1102	
MATH 1101 or MATH 1111	
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 101 or SOCI 1101 or ECON 1810 or ANTH 1111	
One additional social science	



Core Curriculum Areas A-E (See p. 182)	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 & 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 3311 Statistical Analysis for Business	
MGMT 3500 Management Theory & Practice	
COMC 3100 Communication 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 & Organization Policy	
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 4313 Financial Accounting Theory III	
ACCT 4322 Cost Management	
ACCT 4370 Advanced Accounting	
ACCT 4332 Advanced Federal Income Tax	
ACCT 4380 Governmental & Institutional Accounting	
ACCT 4390 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 CoBA.	
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. 182)	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 & 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 3311 Statistical Analysis for Business	
MGMT 3500 Management Theory & Practice	
COMC 3100 Communication for Professionals	
MKTG 3700 Principles of Marketing	
QUAN 3600 Operations Management	
BUSA 4200 International Business	
MGMT 4500 Human Resource Management	
MINF 3650 Management Information Systems	
MGMT 4580 Strategic Management & Organization Policy	
Major Emphasis	21
FINC 4410 Advanced Corporate Finance	
FINC 4421 Investments & Market Analysis	
FINC 4420 Financial Markets & Institutions	
Select four of the following courses:	
FINC 4422 Portfolio Theory & Management	
FINC 3410 Risk Management & Insurance	
FINC 3420 Real Estate	
FINC 4490 Selected Topics in Finance	
ECON 4820 International Economics & Finance	
MKTG 3730 Salesmanship & Sales Management	
Electives	9
Must include MATH 1220 if not taken in Area D.	
No more than 6 hours can be taken within the CoBA.	
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. 182)	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 & 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 3311 Statistical Analysis for Business	
MGMT 3500 Management Theory & Practice	
COMC 3100 Communication for Professionals	
MKTG 3700 Principles of Marketing	
QUAN 3600 Operations Management	
BUSA 4200 International Business	
MGMT 4500 Human Resource Management	
MINF 3650 Management Information System	
MGMT 4580 Strategic Management & Organization Policy	
Major Emphasis	21
MGMT 4550 Entrepreneurship & Small Business Management	
MGMT 3510 Organization Behavior	
QUAN 4610 Production Management	
Select four of the following courses:	
MGMT 4520 Industrial Relations & Collective Bargaining	
MGMT 4530 Compensation Administration	
MGMT 4540 Personnel Selection & Development	
MGMT 4590 Selected Topics in Management	
MKTG 4740 Marketing Research	
QUAN 4620 Process Modeling & Improvement	
QUAN 4630 Operations Models & Linear Programming	
Electives	9
Must include MATH 1220 if not taken in Area D. No more than 6 hours can be taken within the CoBA	
.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. 182)	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 & 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 & Practice	
COMC 3100 Communication for Professionals	
MKTG 3700 Principles of Marketing	
QUAN 3600 Operations Management	
BUSA 4200 International Business	
MGMT 4500 Human Resource Management	
MINF 3650 Management Information Systems	
MGMT 4580 Strategic Management & Organization Policy	
Major Emphasis	21
MKTG 3710 Buyer Behavior	
MKTG 4740 Marketing Research	
MKTG 4750 Marketing Planning & Strategy	
Select four of the following courses:	
MKTG 3720 Retail Management	
MKTG 4770 Product Innovation & Product Management	
MKTG 3730 Salesmanship & Sales Management	
MKTG 4780 Advertising & Promotion Management	
MKTG 4790 Selected Topics in Marketing	
MGMT 4550 Entrepreneurship & Small Business Management	
Electives Must include MATH 1220 if not taken in Area D. No more than 6 hours can be taken within the CoBA.	9
Physical Education	5
Total Hours for the Degree	125

# BUSINESS ADMINISTRATION

## Minors in the College of Business Administration

### Accounting Minor

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

Lower Division Courses	6
ACCT 2101 Principles of Accounting I	
ACCT 2102 Principles of Accounting II	
Upper Division 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	
ACCT 3331 Federal Income Taxation	
ACCT 4380 Governmental & Institutional 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 & Ethical Environment of Business	
Upper Division Courses	9
BUSA 4200 International Business	
MGMT 3500 Management Theory & Practice	
MKTG 3700 Principles of Marketing	

### Economics Minor

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

Lower Division Courses	6
ECON 2106 Microeconomics	
ECON 2105 Macroeconomics	
Upper Division Courses	12
ECON 4810 Economic Development of the U.S.	
ECON 4820 International Economics & Finance	
Select two of the following courses:	
POLS 2301 Introduction to Global Issues	
POLS 4101 State Government	
POLS 4201 Urban Government & Politics	
POLS 4902 World Politics	
POLS 4701 Governments of Developing Nations	
POLS 4903 International Law & Organizations	
PSYC 3700 Consumer Behavior	

**AUGUSTA STATE UNIVERSITY**  
**GRADUATE PROGRAMS**

# Katherine Reese Pamplin College of Arts and Sciences

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## 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 liberal arts education as a foundation upon which to build organizational and managerial skills which are highly valued in the public 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. The 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. A minimum score of 400 on each subtest (verbal, quantitative, and analytical) is targeted, with at least two of the three subtests having scores of at least 450. 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 resume.
5. Medical History Form (available from Admissions Office)

When the portfolio is completed, the applicant's record will be sent to the Director of the MPA Program in the Department of Political Science for review. 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 until such time as the portfolio is completed. Provisionally accepted students may take one course. If a student's completed application is subsequently accepted, the course will count toward his or her degree requirements.

**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 30 semester credit hours. Of the 36 hours, 24 hours (eight courses) constitute the core requirements. The remaining hours are selected from among the elective offerings, culminating in a capstone course of 3 semester hours.

**Prerequisites:** For the applicant who has insufficient academic preparation in political science, enrollment in an American government course is a requirement. The prerequisite can be satisfied by taking POLS 1101. Before enrolling in either PA 6500 or 6600, computer literacy must be demonstrated. Computer literacy can be determined by having taken computer science or information management courses as an undergraduate.

**Internship:** An internship experience is required by the MPA program for those students who lack a significant professional work background. For those who are working in a public or non-profit agency at the time of their enrollment in the MPA program, a separate internship program is not required. However, the student will utilize his or her professional work experience as the basis for completing the thesis/capstone paper. Students who have never worked in a public agency or non-profit organization will be matched with an appropriate organization for a six-month internship. This internship is the basis for the student's thesis/capstone paper.

**Thesis/Capstone Paper:** The purpose of the thesis/capstone paper 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 paper.

**Comprehensive Examination:** The comprehensive examination is designed to measure the candidate's knowledge of and competency in the field of public administration. This oral examination is scheduled after the student has taken all core curriculum courses and has completed at least nine of the twelve courses required for graduation.

## Summary

Track #1: MPA students who are working full time in a public sector agency, or those who have had significant public agency experience and have had the internship requirement waived.

Core Curriculum	24 hrs
Elective	9 hrs
Thesis	<u>3 hrs</u>
TOTAL	36 hrs

Track #2: MPA students who have had no public agency experience and who are undertaking the internship experience.

Core Curriculum	24 hrs
Electives	6 hrs
Directed Reading/Internship	3 hrs
Thesis	<u>3 hrs</u>
TOTAL	36 hrs

Core Curriculum

Required Courses (core curriculum of eight courses) 24

PA 6000 History, Scope and Practice of Public Administration	3
PA 6100 Public Organization Theory and Behavior	3
PA 6200 Management of Human Resources in the Public Sector	3
PA 6300 Public Budgeting	3
PA 6400 Ethics and Current Issues in Public Administration	3
PA 6500 Research Methods in Public Administration	3
PA 6600 Quantitative Methods in Public Administration	3
PA 6700 Urban Government Administration and Policy Analysis	3
<u>or</u>	
PA 6800 State Government Administration and Policy Analysis	3

Electives 9

PA 6040/SOCI 6040 Urban Social Problems	3
PA 6050 Seminar in American Government, with emphasis on Constitutional law and Public law/administrative law	3
PA 6150 Seminar in American Government, with emphasis on Political Institutions	3
PA 6250 Planning Resources and Administration	3
PA 6350 Public Sector Fiscal Administration	3
PA 6450 Public Health Administration	3
PA 6550 Social Agencies and Services	3
PA 6650 Intergovernmental Relations	3
PA 6700 Urban Government Administration and Policy Analysis	3
<u>or</u>	
PA 6800 State Government <u>or</u> PA 6700 Urban Administration and Policy Analysis	3
PA 6750 Public Program Evaluation	3
PA 6850 Intergovernmental Relations	3
PA 6950 Selected Topics in Public Administration	3
PA 7000 Directed Reading/Internship	3

PA 7050 Thesis (Capstone Course) 3

Total Hours for the MPA Program 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.

Augusta State University is accredited by the Southern Association of Colleges and Schools. Presently, there is no official accreditation authority for master's programs in psychology. However, 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 (NAMP).

### **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 appropriate other 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 2.5 on a 4.0 scale.
3. A score of 400 on each of the verbal, quantitative and analytical portions of the Graduate Record Examination taken within the past 5 years, with at least two scores being 450, or higher.
4. Satisfactory letters of recommendation 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.

### **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.

### **Degree Requirements**

The Master of Science in Psychology requires the satisfactory completion of a minimum of 45 semester hours of graduate work, including Professional and

Ethical Foundations (PSYC 6190), Research Methods I and II (PSYC 6121 and 6122), and six semester hours of either Internship (PSYC 6196, 6197 and/or 6198) or Thesis and Research (PSYC 6199). Beyond this, an individualized plan of study, as approved by the student's Academic Advisory Committee, is used to establish specific course requirements and to determine whether the student will be in the thesis or internship track. For either track, at least 36 of the 45 total hours required must be earned in the major field; and no more than 6 of the 45 total hours may be earned in PSYC 6196, 6197, 6198, and/or 6199.

Transfer of credit from another institution is contingent upon a positive recommendation by the student's Academic Advisory Committee 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 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 criteria in effect at the beginning of the semester in which the examination is to be taken.

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 6143 Behavior Pathology	3	
PSYC 6126 Psychological Assessment I	3	
Spring		10
PSYC 6127 Psychological Assessment II	3	
PSYC 6121 Research Methods I	2	
PSYC 6145 Therapeutic Interventions I	3	
PSYC 6165 Learning and Cognition	2	
Summer		10
PSYC 6122 Research Methods II	2	
PSYC 6130 Developmental Psychology	2	
PSYC 6140 Personality	2	
PSYC 6147 Seminar in Group Process	3	

### Year II

Fall		10
PSYC 6146 Therapeutic Interventions II	3	
PSYC 6150 Human Diversity	2	
PSYC 6181 Behavioral Neuroscience	2	
PSYC 6196, 6197, 6198 Internship	3	
Spring		6
PSYC 6178 Industrial-Organizational Psychology	2	
PSYC 6195 Special Topics	1	
PSYC 6196, 6197, 6198 Internship	3	
Total Hours		45

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# College of Education

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## ADMISSION REQUIREMENTS

### GRADUATE PROGRAMS

The College of Education, in collaboration with the Pamplin College of Arts and Sciences, offers graduate programs leading to the Master of Education and Education Specialist degrees.

Graduate degrees in the College of Education are designed to build on previous course work and clinical and field experiences developed and delivered within the context of the conceptual framework principles. Utilizing experience gained through the undergraduate preparation process and the required two years of full-time teaching experience, these degrees have very specialized objectives and expectations. For example, the Master's degree, utilizing previous educational preparation, prepares individuals to become "master teachers," counselors or administrators in the chosen field of preparation. They are designed to extend and enrich the knowledge base, understandings, and pedagogical repertoire of the student by providing the opportunity for the utilization of critical thinking and analytical abilities to produce individuals with the ability to question and create new curricular programs, relate classroom practice(s) to research in order to contribute to the professional knowledge base, extend best practice, offer collaborative assistance to colleagues, and generally become the "Best of the Best" in the school settings.

The specialist degree provides the experiences necessary for these master teachers to develop the knowledge, skills, and dispositions necessary to transcend instructional expertise and become "school leaders" and change agents from the platform of the public school classroom. Because of these specialized objectives, each degree program has very special admission requirements, which must be met by the student.

### Degrees and Programs of Study

The College of Education offers the Master of Education (M.Ed.) and Education Specialist (Ed.S.) degrees in the following areas:

- Early Childhood Education
- Middle Grades Education
- Special Education (Interrelated at Ed.S. level)
- Health and Physical Education
- Secondary Education
  - English Education
  - Mathematics Education
  - Social Studies Education
  - History Education
- Counselor Education
- Educational Leadership

## **Application Process**

Application and supporting materials must be filed with the Coordinator of Graduate Studies in the Office of the Dean of the College of Education well in advance of the intended semester of entry. Items to be submitted are:

- An application for admission to graduate study
- A non-refundable fee of \$10 check or money order (not required for students previously enrolled at ASU)
- official transcripts of all previous college work
- Official test scores (from ETS) for either the GRE or the MAT (test must have been taken with the past five years)
- Statement of goals
- A copy of the teaching certificate and/or license
- Verification of at least two years of full-time teaching experience
- 3 letters of reference from individuals who are qualified to make recommendations on potential as a graduate student

Students who are admitted to one of the graduate degree programs, but do not attend for a period of two consecutive semesters, must reapply for admission.

## **Admission to Graduate Degrees**

It is the responsibility of each applicant to follow the application procedures completely and correctly and to be certain that all materials have been submitted to the Coordinator of Graduate Studies in the Office of the Dean of the College of Education. Incomplete applications cannot be processed. Admission is for entry into a specific program of study. A student who is admitted for one major may enter a different major only if, and after, formal approval of an application for a different major in which the applicant meets all College of Education, departmental, and program requirements and prerequisites. Students wishing to change the major should file an application with the Coordinator of Graduate Studies in the Office of the Dean for the College of Education.

## **Admission Requirements to Master Degree Programs**

The following minimum admission criteria apply to all masters of education programs in the College of Education. In some fields of study, additional requirements may apply. Students should check with the appropriate department to determine these special requirements.

1. An undergraduate degree from an accredited college or university in the proposed field of study or a closely related field.
2. A valid teaching certificate or license.
3. A minimum of two years of full-time teaching experience. In secondary English, Mathematics, Social Sciences, and History the student must hold a valid teaching certificate in the proposed field of study.
4. A grade point average of at least 2.75 (4.0 scale) on all previous course work. In the early childhood, middle school, and secondary education programs, a grade point average of at least 3.0 (4.0 scale) on all previous course work is required.

5. A minimum score of 425 on the Verbal and 465 on the Quantitative or 495 on the Analytical sub-tests of the Graduate Record Examination or a score of at least 44 on the Millers Analogies Test.

### **Provisional Admission**

Students who do not meet one or more of the requirements for regular admission to the masters of education degree may be admitted on a provisional basis while these deficiencies are being addressed. Provisional admission allows the student to enroll in only nine semester hours of graduate work. The student must earn a grade of "B" or better in each of these courses and meet the other requirements for full admission. Students who fail to earn a "B" or better in the initial nine hours of course work or are unable to meet the other deficiencies will not be allowed to continue in the graduate program. Students who are admitted provisionally and fail to meet the appropriate requirements will be dropped from the graduate program and must meet all requirements for regular admission in order to be readmitted. In order to be admitted provisionally, the student must:

1. Hold a valid teaching certificate (for secondary English, Mathematics, Social Sciences, and History the teaching certificate must be in the proposed field of study).
2. A minimum of two years of full-time teaching experience.
3. Possess a grade point average of at least 2.5 (4.0 scale) on all previous course work.
4. Have earned a minimum score of 400 on the Verbal and 435 on the Quantitative or 465 on the Analytical sub-tests of the Graduate Record Examination or a score of at least 35 on the Millers\ Analogies Test.

### **Admission to Masters Degree Programs Not Requiring Teacher Certification**

The M.Ed. Degree is offered in three areas which do not require current teacher certification for admission. These areas are:

- Counselor Education
- Education Leadership
- Health and Physical Education
  - Concentration in: Exercise and Sport Science
  - Health Science

In order to be admitted to one of these areas, the student must meet **all** of the criteria for regular or provisional admission with the exception of: a valid teaching certificate or license and a minimum of two years of full-time teaching experience. As additional requirements may apply, the student should check with the appropriate department.

### **Retention and Exit from M. Ed. Programs**

#### Admission to Candidacy

The student should seek admission to candidacy following the completion of the initial twenty-one semester hours of successful graduate work. Developed with the advisor, the admission form includes a complete plan of study and the anticipated semester for the comprehensive examination. The student must be admitted to candidacy prior to attempting the comprehensive examination. The Admission to

Candidacy forms, with accompanying data, must be filed with the Coordinator of Graduate Studies in the Office of the Dean of the College of Education.

### Probation and Suspension

In order to remain in "good standing," the student must maintain a grade point average of at least 3.0 throughout the graduate program. Students who fail to maintain this required average will be placed on "academic probation." In order to remain in the graduate program, the student must remediate the grade point average problem during the next semester of enrollment. Students who are unable to remediate the grade point average after one semester will be placed on "academic suspension" for a period of one semester. At the end of this semester of suspension, the student must meet with the advisor, prepare a formal plan to address the academic problems, and petition the Exceptions Committee for reinstatement. On the second suspension the student will be dropped from the graduate program.

### Comprehensive Examination

In order to exit from the M. Ed. program, the student must successfully complete a written comprehensive examination. The comprehensive examination is a two-part written exercise designed to provide the graduate candidate an opportunity to demonstrate a requisite level of knowledge, skill, and disposition on information from the CORE courses and from the specific major. The examination is offered once each semester. The date for the examination is posted in the College of Education. In order to attempt the comprehensive examination, the student must: be admitted to candidacy, have completed at least 30 hours of appropriate course work toward the degree, and have the approval of their advisor.

Students who are unsuccessful on one or both sections of the comprehensive examination must retake the failed section during the following semester. Students who are unsuccessful in their second attempt on a section(s) may be required to take additional course work and/or other activities prior to a third attempt of the examination.

### **Transfer Hours**

A student may, with the consent of the advisor and department chair, transfer a maximum of nine semester hours of graduate work earned at another institution. The student should discuss the hours with the advisor and file a formal request with the department chair for the inclusion of the transfer hours.

### **Admission Requirements to Education Specialist Programs**

The following minimum admission criteria apply to all education specialist programs in the College of Education.

1. A Master's degree from an accredited college or university in the proposed field of study or a closely related field
2. A valid teaching certificate or license
3. A minimum of three years of full-time successful teaching experience
4. A grade point average of at least 3.25 (4.0 scale) on all previous graduate course work



5. A minimum score of 450 on the Verbal and 490 on the Quantitative or 520 on the Analytical sub-tests of the Graduate Record Examination or a score of at least 50 on the Millers Analogies Test

There is no provisional admission to education specialist programs. Students may not transfer hours earned at another institution into education specialist programs.

## **Retention and Exit from ED.S. Programs**

### Probation and Suspension

In order to remaining in “good standing,” a student must maintain a grade point average of at least 3.5 throughout the graduate program. Students who fail to maintain this required average will be placed on “academic probation.” In order to remain in the graduate program, the student must remediate the grade point problem during the next semester of enrollment. Students who are unable to remediate the grade point average after one semester will be placed on “academic suspension” for a period of one semester. At the end of this semester of suspension, the student must meet with the advisor, prepare a forma plan to address the academic problems, and petition the Exceptions Committee for reinstatement.

### The Thesis

In order to be recommended for graduation from an Ed.S. program, the student must complete a thesis. The thesis is a scholarly activity designed to afford the student the opportunity to engage in research focusing on analysis, synthesis, and evaluation of issues in their chosen field of study. It is the culminating activity in the student’s Ed.S. program and should demonstrate high levels of scholarly and intellectual research. The thesis is an original contribution to knowledge in the chosen field of study demonstrating disciplined inquiry. Conducting, writing, and defending the thesis are done in accordance with the highest professional standards. Approval and acceptance of the thesis requires a favorable vote of a majority of the student’s Thesis Committee. All theses must comply with the format, style, and procedural instructions established by the College of Education.

### **Time Limits for Degree Completion**

All requirements for the M.Ed. and Ed.S. 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 reviewed by the Exceptions Committee of the Teacher Education Council prior to being presented to the full council for review and recommendation to the Dean of the College of Education. Appeal information is available from the Coordinator of Graduate Studies in the Office of the Dean of the College of Education.

### **Financial Aid**

Information concerning scholarships, grants, loans, etc. is available in the Office of Financial Aid. In the College of Education, a limited number of graduate

assistantships are available. The assistantship requires full-time enrollment (a maximum of nine semester hours), regular admission status, and approximately ten hours per week of assigned work. The graduate assistant receives a small stipend for the ten hours of assigned work and is required to pay only \$25 in tuition cost (students are required to pay all applicable Activity Fees). Students interested in an assistantship in the College of Education should contact the Coordinator of Graduate Studies in the Office of the Dean of the College of Education.

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## MASTERS OF EDUCATION PROGRAMS

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### COUNSELOR EDUCATION

### Master of Education with a Major in Counselor Education

Foundations	9
EDUC 6021 Introduction to Designs and Methodologies	
Educational Research	3
EDUC 6140 Advanced Educational Psychology	3
COUN 6900 Counseling Internship (Capstone)	3
Core	36
COUN 6640 Intro to Counseling	3
COUN 6660 Communication Skills in Counseling	3
COUN 6680 Theories & Techniques of Counseling	3
COUN 6700 Marriage & Family Counseling	3
COUN 6720 Career Development Theory	3
COUN 6740 Legal & Ethical Issues	3
COUN 6760 Diversity Sensitivity In Counseling	3
PSYC 6250 Psychological Test & Measurement	2
PSYC 6420 Seminar in Group Process	3
COUN 6780 Process & Practice of Group	3
COUN 6800 Assessment, Intervention/Diagnosis	2
COUN 6820 Administration & Consultation	3
COUN 6880 Counseling Practicum	3
**COUN 6920 Counseling Internship II (School)	3
* Approved Elective	2/3
** SPED 6000 Teaching Students with Disabilities	3

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\* Electives (Select one elective in consultation with advisor.) 3

\*\*Required course for School Counseling Major without three years teaching experience.

Total Hours for the Degree 48

**EARLY CHILDHOOD EDUCATION**

Masters of Education

with a Major in Childhood Education

Core	12
EDUC 6140 Advanced Educational Psychology	*3
EDUC 6021 Introduction to Design and Methodologies of Educational Research	*3
EDTD 6011 Technology Innovations and Utilizations in Education	*3
EDTD 6909 Capstone Course and Project	3
<hr/>	
*All students in Teacher Development Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.	
Current Research and Theory	9
Select from the following:	
EDTD 6111 Qualitative Research in Education	3
EDTD 6112 Multicultural Education	3
EDTD 6113 Teacher Behaviors and Student Growth	3
EDTD 6131 Strategic Teaching and Learning in Social Studies	3
EDTD 6141 Research in Mathematics Education	3
EDTD 6161 Models of Teaching	3
Advance In Instruction Practice	9
Select from the following:	
EDTD 6221 Basic Instructional Strategies in Literacy	3
EDTD 6222 Current Best Practice in Literacy	3
EDTD 6223 Content Area Instructional Strategies that Integrate Reading, Writing & Study Skills	3
EDTD 6231 Inquiry Centered Social Studies Instruction	3
EDTD 6261 Best Practices in selected topics	3
EDTD 6263 Instructional Strategies: Integrated Curriculum in the Classroom	3
EDTD 6264 Infusing Productive Thinking and Creative Problem Solving Across the Curriculum	3
EDTD 6281 Profiles, Process Folios, Portfolios Contemporary Approaches to Student Assessment and Evaluation	3
EDTD 6291 Classroom Management Techniques and Strategies	3
EDLR 6040 Tests & Measurements	3
Graduate Courses in Arts and Sciences, Teacher Development or Clinical and Professional Studies	6
Total Hours for the Degree	36

**EDUCATIONAL LEADERSHIP****Masters of Education  
with a Major in Educational Leadership**

Foundations		9
EDUC 6140 Advanced Educational Psychology	3	
EDUC 6021 Introduction to Designs and And Methodologies of Educational Research	3	
EDLR 6205 Capstone Course M.Ed.	3	
Core		24
EDLR 6370 Advanced Curriculum Development for Educational Leaders	3	
EDLR 7410 Fundamentals of School Administration	3	
EDLR 7140 Supervision of Instruction	3	
EDLR 7440 Educational Personnel Administration	3	
EDLR 7480 Governance of Public Schools	3	
EDLR 7420 Educational Business	3	
EDLR 7350 Practicum in Educational Administration (L-5)	6	
Electives (Select one elective in consultation with advisor.)		3
Total Hours for the Degree		36

**ENGLISH EDUCATION****Masters of Education  
with a Major in Secondary English**

Core		12
EDUC 6140 Advanced Educational Psychology	*3	
EDUC 6021 Introduction to Design and Methodologies of Educational Research	*3	
EDTD 6011 Technology Innovations and Utilizations in Education	*3	
EDTD 6909 Capstone Course and Project	3	
*All students in Teacher Development Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.		
Current Research and Theory		6
Select from the following:	6	
EDTD 6111 Qualitative Research in Education	3	
EDTD 6112 Multicultural Education	3	
EDTD 6113 Teacher Behaviors and Student Growth	3	
EDTD 6161 Models of Teaching	3	
EDTD 6221 Basic Instructional in Literacy	3	
EDTD 6222 Current Best Practice in Literacy	3	
EDTD 6223 Content Area Instructional Strategies to Integrate Reading, Writing, and Study Skills	3	
EDTD 6261 Best Practices in English Education	3	

EDTD 6263 Instructional Strategies: Integrated Curriculum in the Classroom	3	
EDTD 6264 Infusing Productive Thinking and Creative Problem Solving Across the Curriculum	3	
EDTD 6281 Profiles, Process Folios, Portfolios: Contemporary Approaches to Student Assessment and Evaluation	3	
EDTD 6291 Classroom Management Techniques and Strategies	3	
Content Courses In Emphasis Major		9
ENGL 6610 English Language: History and Structure	3	
If completed at the undergraduate level, the student should chose:		
ENGL 6620 English Linguistics	3	
ENGL 6700 Special Topics in Writing	3	
ENGL 6800 Issues in Literary Criticism	3	
Content Literature Courses (chosen with approval of advisor)		6
Courses chosen must ensure that the total programs includes: a) broad coverage of American and English Literature, b) minority literature, c) world literature, and d) study of genre		
ENGL 6010 Special Topics in World Literature	3	
ENGL 6110 Special Topics in Genre	3	
ENGL 6230 Studies in African-American Literature	3	
ENGL 6250 Studies in Women's Literature	3	
ENGL 6310 Literature of the English Middle Ages	3	
ENGL 6315 Literature of the English Renaissance	3	
ENGL 6320 English Neoclassical and Romantic Literature	3	
ENGL 6325 English Literature: Victorian through the Early Twentieth Century	3	
ENGL 6350 Topics in British Literature	3	
ENGL 6410 American Literature to 1875	3	
ENGL 6420 American Literature since 1875	3	
ENGL 6440 Studies in Southern Literature	3	
ENGL 6450 Topics in American Literature	3	
ENGL 6550 Studies in Major British Authors	3	
ENGL 6560 Studies in Major American Authors	3	
Chose one of the following: (Approval of Advisor)		3
ENGL 7000 Research in World Literature	3	
ENGL 7300 Research in British Literature	3	
ENGL 7400 Research in American Literature	3	
ENGL 7500 Research: Major Author	3	
Total Hours for the Degree		36

**HEALTH AND PHYSICAL EDUCATION****Master of Education****with a Major in Health and Physical Education****Concentration in Health and Physical Education Teacher Education**

College of Education Requirement		3
EDUC 6140 Advanced Education Psychology	3	
Kinesiology and Health Science Core		12
KINS 6230 Introduction in Graduate Study in Kinesiology & Health Science	3	
KINS 6220 Advanced Technology Applications in Kinesiology & Health Science	3	
KINS 6241 Fundamentals of Research in Kinesiology & Health Science I	3	
KINS 6242 Fundamentals of Research in Kinesiology & Health Science II	3	
Concentration		15
Choose 9 semester hours from:	9	
ESCI 6413 Advanced Measurement & Evaluation		
KINS 6331 Organization & Administration of Physical Education Programs		
KINS 6333 Curriculum Design and Development		
KINS 6334 Instructional Strategies		
Choose 3 semester hours from:	3	
ESCI 6311 Advanced Behavioral Fitness		
ESCI 6312 Cardiovascular Response to Exercise		
ESCI 6313 Principles of Strength and Conditioning		
ESCI 6411 Motor Learning		
ESCI 6412 Motor Development		
HSCI 6430 Advanced Health & Wellness	3	
Applied Research		6
KINS 6441 Applied Research Planning	3	
KINS 6442 Applied Research Project	3	
Total Hours for the Degree		36

**HEALTH AND PHYSICAL EDUCATION****Master of Education  
with a Major in Health and Physical Education  
Concentration in Exercise and Sport Science**

College of Education Requirement	3
EDUC 6140 Advanced Educational Psychology	3
Kinesiology and Health Science Core	12
KINS 6230 Introduction to Graduate Study Kinesiology and Health Science in	3
KINS 6220 Advanced Technology Application in Kinesiology and Health Science	3
KINS 6241 Fundamentals of Research in Kinesiology and Health Science I	3
KINS 6242 Fundamentals of Research in Kinesiology and Health Science II	3
Concentration	15
Choose 9 semester hours from:	9
ESCI 6311 Advanced Behavior Fitness	
ESCI 6312 Cardiovascular Response to Exercise	
ESCI 6313 Principles of Strength and Conditioning	
ESCI 6411 Motor Learning	
ESCI 6412 Motor Development	
Choose 3 semester hours from:	3
ESCI 6413 Advanced Measurement and Evaluation	
KINS 6331 Organization and Administration of Physical Education and Athletic Programs	
KINS 6333 Curriculum Design and Development	
KINS 6334 Instructional Strategies	
HSCI 6430 Advanced Health and Wellness	3
Applied Research/Internship Option	6
Choose Option A <u>or</u> Option B	
<u>Option A:</u>	
ESCI 6441 Applied Research Planning	3
ESCI 6442 Applied Research Project	3
<u>Option B:</u>	
ESCI 6400 Internship	3
ESCI Elective	3
Total Hours for the Degree	36

**HEALTH AND PHYSICAL EDUCATION****Master of Education****With a Major in Health and Physical Education****Concentration in Health Science**

College of Education Requirement		3
EDUC 6140 Advanced Educational Psychology	3	
Kinesiology and Health Science Core		12
KINS 6230 Introduction to Graduate Study in Kinesiology and Health Science	3	
KINS 6220 Advanced Technology Applications in Kinesiology and Health Science	3	
KINS 6241 Fundamentals of Research in Kinesiology and Health Science I	3	
KINS 6242 Fundamentals of Research in Kinesiology and Health Science II	3	
Concentration		15
Choose 12 semester hours from:	12	
HSCI 6335 Health Policy and Administration		
HSCI 6336 Cultural/Sociological Components of Health Science		
HSCI 6337 National and International Health		
HSCI 6338 Philosophy and Theory in Health Sciences		
HSCI 6339 Trends and Issues in the Health Sciences		
HSCI 6430 Advanced Health and Wellness		
Choose 3 semester hours from:	3	
ESCI 6311 Advanced Behavioral Fitness		
ESCI 6312 Cardiovascular Response to Exercise		
ESCI 6313 Principles of Strength and Conditioning		
ESCI 6411 Motor Learning		
ESCI 6412 Motor Development		
Applied Research/Internship Option		6
Choose Option A <u>or</u> Option B:		
<u>Option A:</u>		
HSCI 6441 Epidemiology/Biostatistics	3	
HSCI 6442 Applied Research Project	3	
<u>Option B:</u>		
HSCI 6400 Internship	3	
HSCI Elective	3	
Total Hours for the Degree		36



## HISTORY EDUCATION

### Masters of Education with a Major in Secondary History

Core		12
EDUC 6140 Advanced Educational Psychology	3*	
EDUC 6021 Introduction to Design and Methodologies of Educational Research	3*	
EDTD 6011 Technology Innovations and Utilizations in Education	3*	
EDTD 6909 Capstone Course and Project	3	
Current Research and Theory		6
EDTD 6111 Qualitative Research in Education	3	
EDTD 6112 Multicultural Education	3	
EDTD 6113 Teacher Behaviors and Student Growth	3	
EDTD 6161 Models of Teaching	3	
EDTD 6223 Content Area Instructional Strategies to Integrate Reading, Writing, and Study Skills	3	
EDTD 6261 Best Practices in Social Studies Education	3	
EDTD 6263 Instructional Strategies: Integrated Curriculum in the Classroom	3	
EDTD 6264 Infusing Productive Thinking and Creative Problem Solving Across the Curr	3	
EDTD 6281 Profiles, Process Folios, Portfolios: Contemporary Approaches to Student Assessment and Evaluation	3	
EDTD 6291 Classroom Management Techniques and Strategies	3	
Content Courses in Emphasis Major		18
Total Hours for the Degree		36

\*All students in Teacher Development Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.

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## MATHEMATICS EDUCATION

### Masters of Education with a Major in Secondary Mathematics

Core		12
EDUC 6140 Advanced Educational Psychology	3*	
EDUC 6021 Introduction to Design and Methodologies of Educational Research	3*	
EDTD 6011 Technology Innovations and Utilizations in Education	3*	
EDTD 6909 Capstone Course and Project	3	

Current Research and Theory

6

EDTD 6111 Qualitative Research in Education	3
EDTD 6112 Multicultural Education	3
EDTD 6113 Teacher Behaviors and Student Growth	3
EDTD 6141 Research in Mathematics Education	3
EDTD 6161 Models of Teaching	3
EDTD 6261 Best Practices in Mathematics Education	3
EDTD 6263 Instructional Strategies: Integrated Curriculum in the Classroom	3
EDTD 6264 Infusing Productive Thinking and Creative Problem Solving Across the Curriculum	3
EDTD 6281 Profiles, Process Folios, Portfolios	
Contemporary Approaches to Student Assessment and Evaluation	3
EDTD 6291 Classroom Management Tech & Strategies	3

Content Courses in Emphasis Major

18

MATH 6110 Foundations of Mathematics	3
MATH 6211 Abstract Algebra I	3
MATH 6460 Strategies for Teaching Mathematics	3

\*\*Courses required if no undergraduate credit was earned in the area:

MATH 6011 Mathematical Analysis I	3
MATH 6410 History of Mathematics	3
MATH 6080 Modern Geometry	3
MATH 6250 Mathematics Statistics	3

Electives chosen, with approval of a mathematics department advisor

CSCI 6050 Problem Solving and Programming I  
 Other 6000 level mathematics course(s), except MATH 6070

Total Hours for the Degree

36

\*All students in Teacher Development Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.

\*\*If all four courses are needed by the student, only 3 hours from Content Courses will be utilized.

**MIDDLE GRADES EDUCATION****Masters of Education  
with a Major in Middle Grades Education**

Core		12
EDUC 6140 Advanced Educational Psychology	3*	
EDUC 6021 Introduction to Designs and Methodologies of Educational Research	3*	
EDTD 6011 Technology Innovations and Utilizations in Education	3*	
EDTD 6909 Capstone Course and Project	3	
Current Research and Theory		9
Select from the following:		
EDTD 6111 Qualitative Research in Education	3	
EDTD 6112 Multicultural Education	3	
EDTD 6113 Teacher Behaviors and Student Growth	3	
EDTD 6131 Strategic Teaching and Learning in Social Studies	3	
EDTD 6141 Research in Mathematics Education	3	
EDTD 6161 Models of Teaching	3	
Advance In Instruction Practice		9
Select from the following:		
EDTD 6221 Basic Instructional Strategies in Literacy	3	
EDTD 6222 Current Best Practice in Literacy	3	
EDTD 6223 Content Area Instructional Strategies that Integrate Reading, Writing and Study Skills	3	
EDTD 6231 Inquiry Centered Social Studies Instruction	3	
EDTD 6261 Best Practices in selected topics	3	
EDTD 6263 Instructional Strategies: Integrated Curriculum in the Classroom	3	
EDTD 6264 Infusing Productive Thinking and Creative Problem Solving Across the Curriculum	3	
EDTD 6281 Profiles, Process Folios, Portfolios Contemporary Approaches to Student Assessment and Evaluation	3	
EDTD 6291 Classroom Management Tech & Strategies	3	
EDLR 6040 Tests and Measurement	3	
Graduate Courses in Arts and Sciences, Teacher Development or Clinical and Professional Studies		6
Total Hours for the Degree		36

\*All students in Teacher Development Department M.Ed. Programs will be required to complete these courses within the first twelve semester hours of graduate work.

**SOCIAL STUDIES EDUCATION****Masters of Education  
with a Major in Secondary Social Studies**

Core		12
EDUC 6140 Advanced Educational Psychology	3*	
EDUC 6021 Introduction to Design and Methodologies of Educational Research	3*	
EDTD 6011 Technology Innovations and Utilizations in Education	3*	
EDTD 6909 Capstone Course and Project	3	
Current Research and Theory		6
Select from the following:		
EDTD 6111 Qualitative Research in Education	3	
EDTD 6112 Multicultural Education	3	
EDTD 6113 Teacher Behaviors and Student Growth	3	
EDTD 6161 Models of Teaching	3	
EDTD 6223 Content Area Instructional Strategies that Integrate Reading Writing, and Study Skills	3	
EDTD 6261 Best Practices in Social Studies Education	3	
EDTD 6263 Instructional Strategies: Integrated Curriculum in the Classroom	3	
EDTD 6264 Infusing Productive Thinking and Creative Problem Solving Across the Curriculum	3	
EDTD 6281 Profiles, Process Folios, Portfolios Contemporary Approaches to Student Assessment and Evaluation	3	
EDTD 6291 Classroom Management Tech & Strategies	3	
Content Courses in Emphasis Major		18
Select 6 semester hours from Political Science courses carrying a number of 5000 and above.		
Select 3 semester hours from History courses carrying a number of 5000 and above.		
Select 9 semester hours in 5000 level courses from:		
Economics      Political Science		
History          Psychology		
Philosophy      Sociology		
Total Hours for the Degree		36

\*All students in Teacher Development Department M.Ed.  
Programs will be required to complete these courses within  
the first twelve semester hours of graduate work.

**SPECIAL EDUCATION****Masters of Education  
with a Major in Emotional and Behavioral Disorders**

Core	9
EDUC 6140 Advanced Educational Psychology	3
EDUC 6021 Introduction to Design and Methodologies of Educational Research	3
SPED 6305 Capstone	3
Special Education Core	12
SPED 6001 Policies & Procedures	
SPED 6002 Assessment	
SPED 6003 Management	
SPED 6004 Collaboration/Consultation	
Specialized Core	12
SPED 6301 Characteristics (EBD)	
SPED 6302 Materials/Methods (EBD)	
SPED 6303 Psycho pathology of Children & Adolescents with EBD	
SPED 6304 Practicum EBD	
Elective	3
Must complete prior to M.Ed. Program: Teaching Students with Disabilities Teaching of Reading (Literacy)	
Total Hours for the Degree	36

**SPECIAL EDUCATION****Masters of Education  
with a Major in Intellectual Disabilities**

Core	9
EDUC 6140 Advanced Educational Psychology	3
EDUC 6021 Introduction to Design and Methodologies of Educational Research	3
SPED 6205 Capstone	3
Special Education Core	12
SPED 6001 Policies & Procedures	
SPED 6002 Assessment	
SPED 6003 Management	
SPED 6004 Collaboration/Consultation	
Specialized Core	12
SPED 6201 Characteristics (ID)	3
SPED 6202 Materials/Methods (MIID & MoID)	3

SPED 6203 Materials/Methods (SPID)	3
SPED 6204 Practicum/Internship in ID	3

Elective 3

Must complete prior to M.Ed. Program:  
Teaching Students with Disabilities  
Teaching of Reading (Literacy)

Total Hours for the Degree 36

**SPECIAL EDUCATION** **Master of Education**  
**with a Major in Interrelated Special Education**

Core 9

EDUC 6140 Advanced Educational Psychology	3
EDUC 6021 Introduction to Design and Methodologies of Educational Research	3
SPED 6405 Capstone	3

Special Education Core 12

SPED 6001 Policies & Procedures	3
SPED 6002 Assessment	3
SPED 6003 Classroom Management	3
SPED 6004 Collaboration/Consultation	3

Specialized Core 15-18

SPED 6101 Characteristics/LD
SPED 6201 Characteristics/ID
SPED 6301 Characteristics/EBD
SPED 6102 Materials & Methods (LD)
SPED 6202 Materials & Methods (MiLD)
SPED 6302 Materials & Methods (EBD)
SPED 6303 Psycho pathology of Children & Adolescents with EBD (or elective if already taken)
SPED 6404 Practicum (Interrelated)

Elective 0-3

\*Certification in LD, ID or EBD is required before beginning the Master's Program in Interrelated.

\*Must complete prior to M.Ed. Program  
Teaching Students with Disabilities  
Teaching of Reading (Literacy)

Total Hours for the Degree 36

## SPECIAL EDUCATION

### Master of Education with a Major in Learning Disabilities

Core	9
EDUC 6140 Advanced Educational Psychology	3
EDUC 6021 Introduction to Design and Methodologies of Educational Research	3
SPED 6105 Capstone	3
Special Education Core	12
SPED 6001 Policies & Procedures	
SPED 6002 Assessment	
SPED 6003 Management	
SPED 6004 Collaboration/Consultation	
Specialized Core	9
SPED 6101 Characteristics (SLD)	
SPED 6102 Materials/Methods (SLD)	
SPED 6103 Practicum/SLD	
Elective	6
*Must complete prior to Master's Program: Teaching Students with Disabilities Teaching of Reading (Literacy)	
Total Hours for the Degree	36

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## EDUCATION SPECIALIST PROGRAMS

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## COUNSELOR EDUCATION

### Education Specialist with a Major in Counselor Education

Foundation	15
EDUC 7021 Conducting Educational Research	3
COUN 7940 Advanced Counseling Theory	3
COUN 7960 Counseling Supervision	3
COUN 7980 Advanced Counseling Practicum	3
Approved Counseling-Related Elective	3
Leadership Courses	
EDUC 7001 Education Specialist Seminar I	3
EDUC 7002 Education Specialist Seminar II	3
EDUC 7003 Education Specialist Seminar III	3
EDLR 7909 Thesis I	3
EDLR 7910 Thesis II	3
Total Hours for the Degree	33

**EARLY CHILDHOOD EDUCATION****Education Specialist  
with a Major in Early Childhood Education**

Foundations		9
EDUC 7021 Conducting Educational Research	3	
EDTD 7909 Thesis I	3	
EDTD 7910 Thesis II	3	
Core		9
EDUC 7001 Education Specialist Seminar I: Assessment and Development of Leadership Characteristics	3	
EDUC 7002 Education Specialist Seminar II: Education Specialist and the School: Leadership within the organization and contexts of the school	3	
EDUC 7003 Education Specialist Internship: Leadership skills in action	3	
Teachers Development Courses		6
Select from the following:		
EDTD 7160 Curriculum Design and Program Assessment	3	
EDTD 7165 Advanced study in Mathematics Curriculum	3	
EDTD 7164 Advanced study in Science Curriculum	3	
EDTD 7162 Advanced study in English Curriculum	3	
EDTD 7163 Advanced study in Social Studies/History Curriculum	3	
EDTD 7221 Authentic Literacy Assessment	3	
EDTD 7222 Engaging Students in Literacy	3	
Graduate Courses in Arts and Science or Teacher Development		6
Total Hours for the Degree		30

**EDUCATIONAL LEADERSHIP****Educational Specialist  
with a Major in Educational Leadership**

Foundations		9
EDUC 7021 Conducting Educational Research	3	
EDLR 7909 Thesis	3	
EDLR 7910 Thesis II	3	
Ed.S. Block		9
EDUC 7001 Seminar I	3	
EDUC 7002 Seminar II	3	
EDUC 7003 Internship	3	



Educational Leadership Program	12
EDLR 7450 Public School Finance	3
EDLR 7160 Supervision of Educational Personnel	3
EDLR 7150 Internship (Practicum in Supervision)	3
EDLR 7540 Ethics and Leadership	3
<i>or</i>	
EDLR 7460 Leadership Styles	3

If any courses were taken previously, select an elective in consultation with advisor.

Total Hours for the Degree 30

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**ENGLISH EDUCATION** **Education Specialist  
with a Major in Secondary English**

Foundations	9
EDUC 7021 Conducting Educational Research	3
EDTD 7909/ Thesis 7910	6

Core	9
EDUC 7001 Education Specialist Seminar I: Assessment and Development of Leadership Characteristics	3
EDUC 7002 Education Specialist Seminar II: Education Specialist and the School: Leadership within the organization and contexts of the school	3
EDUC 7003 Education Specialist Internship: Leadership skills in action	3

Teacher Development Courses	6
EDTD 7160 Curriculum Design and Program Assessment	3
EDTD 7162 Advanced study in English Curriculum	3

Graduate English Courses in Arts and Sciences 6

Total Hours for the Degree 30

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**SPECIALIST IN EDUCATION** **ED.S with a Major in  
Health & Physical Education**

College of Education Requirements	9
EDUC 7001 Education Specialist Seminar 1	3
EDUC 7002 Education Specialist Seminar II	3
EDUC 7003 Education Specialist Internship	3

Research Requirement		9
EDUC 7021 Conducting Educational Research	3	
KINS 7909 Thesis I	3	
KINS 7910 Thesis II	3	
Major Courses		12
Select 3-6 units from:		
HSCI 7431 Qualitative & Quantitative Components of Evaluation	3	
HSCI 7432 Qualitative Research Methods	3	
Select 6-9 units from:		
KINS 6332 Legal Issues in Physical Education & Athletics	3	
KINS 7330 Issues and Trends in Pedagogical Research	3	
KINS 7433 Philosophy of Kinesiology	3	
KINS 7434 Seminar in Somatic Studies	3	
Total Hours for the Degree		30

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## MATHEMATICS EDUCATION

### Education Specialist with a Secondary Mathematics

Foundations		9
EDUC 7021 Conducting Educational Research	3	
EDTD 7909 Thesis I	3	
EDTD 7910 Thesis II	3	
Core		9
EDUC 7001 Education Specialist Seminar I: Assessment And Development of Leadership Characteristics	3	
EDUC 7002 Education Specialist Seminar II: Education Specialist and the School: Leadership within the organization and contexts of the school	3	
EDUC 7003 Education Specialist Internship: Leadership skills in action	3	
Teacher Development Courses		6
EDTD 7160 Curriculum Design and Program Assessment	3	
EDTD 7165 Advanced study in Mathematics Curriculum	3	
Graduate Mathematics Courses in Arts and Sciences		6
Total Hours for the Degree		30

**MIDDLE GRADES EDUCATION****Education Specialist****with a Major in Middle Grades Education**

Foundations		9
EDUC 7021 Conducting Educational Research	3	
EDTD 7909 Thesis I	3	
EDTD 7910 Thesis II	3	
Core		9
EDUC 7001 Education Specialist Seminar I: Assessment And Development of Leadership Characteristics	3	
EDUC 7002 Education Specialist Seminar II: Education Specialist and the School: Leadership within the organization and contexts of the school	3	
EDUC 7003 Education Specialist Internship: Leadership skills in action	3	
Teacher Development Courses		6
Select from the following:		
EDTD 7160 Curriculum Design and Program Assessment	3	
EDTD 7165 Advanced study in Mathematics Curriculum	3	
EDTD 7164 Advanced study in Science Curriculum	3	
EDTD 7162 Advanced study in English Curriculum	3	
EDTD 7163 Advanced study in Social Studies/History Curriculum	3	
EDTD 7221 Authentic Literacy Assessment	3	
EDTD 7222 Engaging Students in Literacy	3	
EDTD 7210 Issues and Trends in Middle Level Education	3	
Graduate Courses in Arts and Sciences		6
Total Hours for the Degree		30

**SPECIAL EDUCATION****Education Specialist****with a Major in Interrelated Special Education**

Foundations		9
EDUC 7021 Advanced Research	3	
EDLR 7909 Thesis I	3	
EDLR 7910 Thesis II	3	
Leadership Core		9
EDUC 7001 Education Specialist I: Assessment and Development of Leadership Characteristics	3	
EDUC 7002 Education Specialist II: Education Specialist and the School: Leadership Within the Organization and Contexts of the School	3	
EDUC 7003 Education Specialist Internship: Leadership in Action	3	

Special Education Content		9
SPED 7500 Advanced Studies in Special Education	3	
SPED 7501 Internship in Interrelated Special Education	3	
SPED 7502 Advanced Assessment/Instructional Dev	3	
Elective		3
Must be approved by the advisor	3	
Total Hours for the Degree		30

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## ENDORSEMENT PROGRAMS

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### GIFTED EDUCATION

Certification as teacher of gifted children requires 15 quarter hours of graduate work. Students take:

- EDUC 6040 Tests and Measurements
- EDTD 6271 Identifying Outstanding Talents and Potentials in Students
- EDTD 6272 Developing Outstanding Talents and Potentials in Students
- EDTD 6273 Curriculum and Program Design for Developing Talents

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### TEACHER SUPPORT SPECIALIST

Graduate course sequence for adding Teacher Support Specialist endorsement:

- EDLR 7100 Supervision for Teacher Support Specialist
- EDLR 7210 Internship for Teacher Support Specialist

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### PRE-SCHOOL HANDICAPPED EDUCATION

Enrollment in this 3 course sequence is contingent upon a bachelor's degree in early childhood education, special education, or speech. Courses may be offered on campus or through G-SAMS (distance learning).

Requirements		9
SPED 6501 Characteristics of Preschool Children with Disabilities		
SPED 6502 Methods for Teaching Preschool Children with Disabilities		
SPED 6503 Language Development for Preschool Children with Disabilities		

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# College of Business Administration

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## **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.

A student who enters the MBA program with a bachelor of business administration degree and has undergraduate grades of "C" or better in foundation courses, usually will be able to complete the MBA program with 33 semester hours (11 courses) of required course work plus 3 semester hours (1 course) of elective. 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 9 semester hours (3 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.

### Academic Performance

An accumulative grade point average (GPA) of at least 3.00 (on a 4.00 scale) is required for graduation and to remain in good standing in the program. An MBA student may earn a maximum of 6 semester credit hours with a grade of "C". MBA course credit may not be earned with course grades below "C". If a student's cumulative GPA falls below 3.00, the student will be placed on academic probation and must raise the cumulative GPA to at least 3.00 during the next 9 hours of course work in order to remain in the MBA program.

### 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.

### Application Requirements

Items to be submitted by Master of Business Administration (MBA) applicants are:

1. Application for Graduate Study.
2. Fee of \$10.00, check or money order. (Not required if previously enrolled at Augusta State University.)
3. One official transcript from each baccalaureate program previously attended at an accredited college or university.
4. Official scores on the Graduate Management Admission Test (GMAT).

### Admission Criteria for the MBA Program

Regular Graduate Status: Admission to regular graduate status is based primarily upon (1) a satisfactory undergraduate grade point average (GPA) and (2) an acceptable score on the GMAT. Ordinarily, the minimum requirements for admission as a regular graduate student are:

Eligibility index ( $200 \times \text{GPA} + \text{GMAT}$ ) of 950 (using the overall undergraduate GPA) <sup>or</sup> 1,000 (using the junior-senior GPA), with an absolute minimum GMAT of 400 in either case.

The eligibility index, used widely in business schools as a predictor of performance in graduate studies, allows relatively strong performance on the GMAT to offset a relatively weaker undergraduate GPA, but requires that the GMAT be 400 or above in any case.

### 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, College of Business Administration. The appeal will be heard by the Graduate Admissions Appeals Committee which consists of representative faculty of the College of Business Administration.

### 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 three weeks per month, six days per week throughout the year at computer-based testing centers throughout the country, including Sylvan Learning Center in Augusta, GA. 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 College of Business Administration 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 quarter may be obtained from the graduate office in the College of Business Administration.

Applications to take the GMAT and more detailed information may be obtained from the graduate studies office in the College or by writing to: Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103.

MBA Foundation Courses:	18
ACCT 5300 Financial Accounting for Managerial Control	
ECON 5800 Economic Concepts	
FINC 3400 Corporate Finance	
MGMT 3500 Management Theory and Practice	
MATH 3110 Statistical Analysis for Business	
MKTG 3700 Principles of Marketing	
Required MBA Core Courses:	33
ACCT 6300 Accounting Systems for Managerial Control	
COMC 6100 Communication for Managers	
ECON 6800 National & International Economics for Managers	
FINC 6400 Managerial Finance	
MGMT 6500 Organizational Behavior	
MGMT 6510 Societal Issues in Business Decisions	
MGMT 6580 Strategic Management and Organizational Policy	
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:	3
Total Hours for the Degree	36



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# *Graduate and Undergraduate Course Descriptions*

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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:

## **College of Arts and Sciences**

ANTH	Anthropology	HONR	Honors
ART	Art	HUMN	Humanities
ASUO	Orientation	LATN	Latin
BIOL	Biology	MATH	Mathematics
CHEM	Chemistry	MILS	Military Science
CJ	Criminal Justice	MUSA	Applied Music
COMC	Communication	MUSI	Music
COMD	Drama	NURS	Nursing
COMJ	Journalism	PADM	Public Administration
COMP	Publication	PHIL	Philosophy
COMS	Speech	PHSC	Physical Science
COMT	Telecommunications	PHYS	Physics
COUN	Counseling	PLCP	Paralegal
CSCI	Computer Science	POLS	Political Science
ENGL	English	PSYC	Psychology
FREN	French	READ	Developmental Reading
GEOG	Geography	SABR	Studies Abroad
GEOL	Geology	SOCI	Sociology
GRMN	German	SOWK	Social Work
HIST	History	SPAN	Spanish
		WELL	Wellness

## **College of Business Administration**

ACCT	Accounting	MGMT	Management
ECON	Economics	MINF	Information Management
BUSA	Business Administration	MKTG	Marketing
FINC	Finance	QUAN	Management Science



## College of Education

ECED	Early Childhood	KINS	Kinesiology
EDLR	Educational Leadership	MGED	Middle Grades Education
EDTD	Teacher Development	SCED	Secondary Education
EDUC	College of Education Core	SPED	Special Education
ESCI	Exercise and Sports Science	WELL	Wellness
HSCI	Health Science		

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## ACCT - Accounting Courses

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### **ACCT 2101**

#### *Principles of Accounting I (3-0-3)*

An introductory course in financial accounting. The focus is on accounting as a system for reporting business activity. It includes study of the structure of the accounting cycle, the preparation and interpretation of basic financial statements, and the study of fundamental accounting principles. *Prerequisite: MATH 1101 OR MATH 1111.*

### **ACCT 2102**

#### *Principles of Accounting II (3-0-3)*

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, break-even analysis, and information for decision making. *Prerequisite: ACCT 2101 with a grade of C or better.*

### **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 review of theoretical financial accounting concepts, the concepts of present value, and the analysis of asset and liability accounts. *Prerequisite: Satisfactory completion of ACCT 2101 and ACCT 2102 with a minimum grade of B in each course and 50 semester hours.*

### **ACCT 3312**

#### *Financial Accounting Theory II (3-0-3)*

This course is a continuation of ACCT 3311. The primary emphasis of the course is on financial accounting theory as it relates to basic problem areas in financial reporting including long-term liabilities, capital structure, investments and the analysis of financial statements. *Prerequisite: ACCT 3311 with a minimum grade of C.*

### **ACCT 3321**

#### *Cost Accounting (3-0-3)*

A basic course in cost accounting. 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 direct cost systems. *Prerequisite: ACCT 2102 with a minimum grade of B.*

**ACCT 3331***Federal Income Taxation (3-0-3)*

A survey of theories and practices governing federal income taxation of individuals and business entities, including partnerships and corporations. *Prerequisite: ACCT 2101 and 2102 with a minimum grade of B in each course.*

**ACCT 4313***Financial Accounting Theory III (3-0-3)*

The primary emphasis is accounting theory and practice as it pertains to significant problem areas of accounting. Topics include pensions and other post-retirement benefits, income taxes, leases, accounting changes and complexities of revenue recognition. *Prerequisite: ACCT 3312 & MATH 3311 with a grade of C or better in both.*

**ACCT 4322***Cost Management (3-0-3)*

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: ACCT 3321 with a grade of C or better.*

**ACCT 4332***Advanced Federal Income Taxation (3-0-3)*

The emphasis is on tax planning and research. *Prerequisite: ACCT 3331 with a grade of C or better.*

**ACCT 4350***Accounting Information Systems (3-0-3)*

Concepts of analysis, design, implementation and utilization of accounting information systems. Familiarization with typical forms, documents and records used in both manual and computerized transaction analysis. Introduction to concepts of internal control structure and auditing. *Prerequisite: MINF 2201 & ACCT 3311 with a grade of C or better in both.*

**ACCT 4360***Auditing (3-0-3)*

The application of auditing principles to the problems of public accountancy with emphasis upon the adherence to standards and professional ethics. *Prerequisite: ACCT 3312 with a grade of C or better.*

**ACCT 4370***Advanced Accounting (3-0-3)*

The application of accounting theory to business combinations and international operations. *Prerequisite: ACCT 3312 with a grade of C or better.*

**ACCT 4380***Governmental and Institutional Accounting (3-0-3)*

The focus is on the accounting process in not-for-profit organizations including state, local and federal governments, hospitals and schools. Topics include study of the requirements of fund accounting systems, the principles underlying such systems and the unique budgeting requirements of not-for-profit organizations. *Prerequisite: ACCT 2102 with a grade of C or better.*

**ACCT 4390***Selected Topics in Accounting (3-0-3)*

A course and/or directed study of a major issue, practice, or problem in the area of accounting. Content to be decided based on needs and professional objectives of students and the expertise and availability of faculty. *Prerequisite: Permission of advisor to use in the major area and senior standing.*

**ACCT 5300** *Financial Accounting for Managerial Control (3-0-3)*  
Provides students with: (1) an understanding of basic financial accounting terminology, (2) an overview of the financial accounting process, (3) sufficient grounding in financial accounting to be able to understand and analyze the basic financial statements. *Prerequisite: Graduate (MBA) student status.*

**ACCT 6300** *Accounting Systems for Managerial Control (3-0-3)*  
This is a case-oriented course designed to teach the effective use of accounting systems and accounting data in organizational planning and control. *Prerequisite: Graduate (MBA) student status, ACCT 5300 and FINC 3400 or equivalent.*

**ACCT 6390** *Current Issues in Accounting (3-0-3)*  
A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites: Graduate (MBA) student status and ACCT 5300 or equivalent.*

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## **ANTH - Anthropology Courses**

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**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)*  
Examines the evolution of the ancient, rich, and complex historical and cultural fabric of the Indian subcontinent. Topics include Indian culture and history from the period of the Indus Valley Civilization to modern times and India's varied heritage: religions, philosophy, caste, art, architecture, and social structure. *Prerequisite: ANTH 1102 or ANTH 2011 or HIST 1111 or HIST 1112 or permission of instructor.*

**ANTH 3411/5411** *Indians of North America (3-0-3)*  
Examines the origins and cultures of the native peoples of North America. Acquaints students with American Indians as they were before and after contact with Europeans and traces the impact of the Euro-American expansion on the native societies of North America. *Prerequisite: ANTH 1102 or ANTH 2011 or HIST 2111 or permission of instructor.*

**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: ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 3841/5841***Biophysical Anthropology (3-0-3)*

Methods and theories of modern biophysical anthropology are used to study the integrated biological and cultural adaptation of human beings. Topics include the modern synthetic theory of evolution, the fossil record of human evolution, geochronology, nonhuman primates, human variation, and other factors in human biocultural adaptation. *Prerequisite: ANTH 1102 or permission of instructor.*

**ANTH 3851/5851***Religion, Culture, and Society (3-0-3)*

Examines the nature, role, and functions of religious belief and behavior in traditional and modern societies, emphasizing the range and diversity of religious behavior including ritual, myth, symbolism, shamanism, cults, witchcraft, magic, religious drug use, religious healing, treatment of the dead, life cycle rituals, and syncretism. *Prerequisite: ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 3871/5871***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: ANTH 1102 or ANTH 2011 or permission of instructor.*

**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: ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 4901/6901***Cullum Lecture Series (V, 1-3)*

A variable content course identified by the American Association of State Colleges and Universities as one of the ten most innovative programs in the country. Students will hear lectures by nationally and internationally known scholars with expertise in the topic of study for that semester. The course material usually includes films, panel discussions, and a student project relevant to the topic. *Prerequisite: ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 4951/6951***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: ANTH 1102 or ANTH 2011 or permission of instructor.*

**ANTH 4991***Undergraduate Research (V, 1-3)*

A variable content, variable credit course offered by special arrangement and intended to meet the needs and interests of students minoring in anthropology. It will consist of independent research in selected areas of anthropology. *Prerequisites: Junior or Senior standing and ANTH 1102 or ANTH 2011 or permission of instructor.*

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## ART - Art Courses

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**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** *Drawing I (3-V-3)*  
Fundamentals of drawing concepts utilizing basic drawing media techniques. Life model may be used.

**ART 1520** *Two-Dimensional Design (3-V-3)*  
Basic introduction of elements and principles of art, including the study of color theory of art using a variety of media.

**ART 1530** *Three-Dimensional Design (3-V-3)*  
Fundamentals of form and organization with actual materials in three-dimensional space.

**ART 2100** *Art Education, K-8; Teaching (3-V-3)*  
Methodology and projects for teaching art in the elementary school classroom.  
*Prerequisites: None*

**ART 2212** *Drawing II (3-V-3)*  
Continuation of Drawing I. Life model may be used. *Prerequisite: Art 1520, 1530, 1211 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. *Prerequisites: Art 1520, Art 1530, 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. *Prerequisites: Art 1520, Art 1530, 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: 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: 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: Art 2611.*
- ART 2700** *Color Experience (3-V-3)*  
Experience, study, and analysis of color and color systems. *Prerequisites: 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.* *Prerequisites: 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: Art 1520, Art 1530, Art 1211, or permission of instructor.*
- ART 3213** *Drawing III: Figure Drawing (3-V-3)*  
Applied studies in the articulation of the figure, using life models, with particular attention to the anatomy of the figure and figuration (drawing). *Prerequisite: Art 2212 or permission of instructor.*
- ART 3222** *Painting II (3-V-3)*  
Further problems in color, composition, and techniques. Life model may be used. *Prerequisite: 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: Art 1520, Art 1530, 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. *Prerequisites: Art 3231 or permission of instructor.*
- ART 3241** *Printmaking: Intaglio (3-V-3)*  
An introductory examination of intaglio printing processes including: etching, engraving, and drypoint, with a an emphasis on drawing. *Prerequisites: Art 1520, Art 1530, Art 1211, or permission of instructor.*

**ART 3251** *Printmaking: Lithography (3-V-3)*

An introductory examination of plate lithography printing processes with an emphasis on drawing. *Prerequisite: Art 1520, Art 1530, 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: Art 1520, Art 1530, Art 1211, Art 2212, or permission of instructor.*

**ART 3262** *Watercolor II (3-V-3)*

Continuation of Watercolor I. Life model may be used. *Prerequisites: Art 3261, or permission of instructor.*

**ART 3263** *Watercolor III (3-V-3)*

Advanced level instruction of Watercolor II. Life model may be used. *Prerequisites: 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: Art 1520, Art 1530, 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. *Prerequisites: 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. *Prerequisites: Art 3312.*

**ART 3331** *Sculpture: Figure Modeling I (3-V-3)*

Applied studies in proportion and articulation of the figure, using life models. Materials include oil-based and water-based clay. *Prerequisite: 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. Materials include oil-based and water-based clay. *Prerequisites: 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. Materials include oil-based and water-based clay. *Prerequisites: 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: 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: 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: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: ART 3811 or permission of the instructor.*

**ART4214***Drawing IV (3-V-3)*

Continuation of Drawing II with emphasis on advanced problems. Life model may be used. Normally offered: Fall, Spring. *Prerequisite: Art 2212 and 3213, or permission of instructor.*

**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: The previous level of Painting or permission of instructor.*

**ART 4261, 4262, 4263***Advanced Printmaking I, II, III (3-V-3)*

Continued exploration of printmaking techniques. *Prerequisites: Permission of the instructor.*

**ART 4321***Sculpture: Casting (3-V-3)*

Introduction to basic substitution methods of sculpture using aluminum and bronze. *Prerequisite: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: Art 1520, Art 1530, 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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: 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. *Prerequisites: Art 2612 or World Humanities II.*

**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: Art 2612 or World Humanities II.*

- 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). *Prerequisites: Art 2612 or World Humanities II.*
- 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. *Prerequisites: Art 2612 or World Humanities II.*
- ART 4660** *American Art (3-V-3)*  
Survey of eighteenth through twentieth century American painting, sculpture, and architecture. *Prerequisite: Art 2612 or World Humanities II or permission of the instructor.*
- ART 4670** *Far Eastern Art (3-V-3)*  
A survey of paintings, sculpture, and architecture of Japan, China, India, and Southeast Asia. *Prerequisite: Art 2612 or World Humanities II or permission of the instructor.*
- ART 4722** *Aesthetics and Philosophy of Art II (3-V-3)*  
A seminar dedicated to the critical study of and the analysis of aesthetic theories and philosophies of art since the late eighteenth century. The course will stress slow readings and group discussions of texts from Kant through to present philosophers. Recommended especially for Studio Art students who have had "Aesthetics and Philosophy of Art I," students minoring in Humanities, and anyone interested in philosophy. *Prerequisites: Art 3721 or Introduction to Philosophy.*
- ART 4801** *Study Abroad in Art and Culture (3-V-3)*  
A systematic on-site study of art works in museums, collections, churches, and other sites throughout Italy. May include other foreign countries. The course reviews the history of art from the Greeks and the Etruscans through the present. *Prerequisites: None.*
- ART 4802** *Study Abroad in Art and Culture (6-V-6)*  
A systematic on-site study of art works in museums, collections, churches, and other sites throughout Italy. May include other foreign countries. The course reviews the history of art from the Greeks and the Etruscans through the present. *Prerequisites: None.*
- ART 4900** *Cullum Lecture Series (3-V-3)*  
A variable content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each panel discussion, participate in class discussion, and prepare a student project relevant to the semester's topic. *Prerequisite: Art 1520, Art 1530, Art 1211 or permission of the instructor.*
- ART 4911, 4912, 4913** *Major Project (3-V-3)*  
Individual advanced work with direction and approval of instructor. *Prerequisite: Art 1520, Art 1530, 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: 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)*

Required of all BA degree candidates in Art. Students will learn to prepare and mount an exhibition of artwork. The course will culminate in the mounting of an exhibition of the student's work during spring quarter. The work for this exhibition must be accepted by the studio art faculty and judged to be of significant quantity and quality. The senior exhibition is a graduation requirement. If a student fails to pass the senior review by the studio art faculty, a failing grade will be received for the course. *Prerequisite: Portfolio Review Passed.*

**ART 4999***Senior Exhibition (B.F.A.) (3-V-3)*

Required of all B.F.A. degree candidates in Art. Students will learn to prepare and mount an exhibition of artwork. The course will culminate in the mounting of an exhibition of the student's work during spring semester. 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 senior exhibition is a graduation requirement. If a student fails to pass the senior review by the studio art faculty, a failing grade will be received for the course. *Prerequisite: Portfolio Review Passed.*

**ART 5950***Selected Topics in Art (Variable)*

By permission of Chair of the Department of Fine Arts. To be arranged.

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## **ASUO - Orientation Course**

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**ASUO 1000***Augusta State University Orientation (2-0-2)*

Acquaints the student with the policies and services of Augusta State University. Student development will be enhanced through the teaching of study skills, self-management techniques, library utilization, memory skills, and appropriate classroom behavior. Classroom discussions, values clarification exercises, and standardized testing results will aid the student in making informed decisions about personal goals and choices of major.

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## BIOL - Biology Courses

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**BIOL 1101***Introduction to Biology I (3-2-4)*

Designed for the non-major; topics covered include chemical foundations, cell structure and function, protein synthesis, cell division, energy pathways, plant and animal systems. Normally offered each semester.

**BIOL 1102***Introduction to Biology II (3-2-4)*

A continuation of Biology 1101 covering organismal diversity and development, genetics, ecology, evolution, and animal behavior. Normally offered each semester. *Prerequisite: BIOL 1101.*

**BIOL 1107***Principles of Biology I (3-2-4)*

A study of the unifying concepts of the biotic world including biochemistry, cell biology (cell structure, membrane transport, and cell division), 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. Normally offered each semester.

**BIOL 1108***Principles of Biology II (3-2-4)*

A continuation of Biology 1107. Normally offered each semester. *Prerequisite: BIOL 1107 with a grade of C or better.*

**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 Fall and Summer.

**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 Spring and Summer. *Prerequisite: BIOL 2111.*

**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: 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: BIOL 1102 or 1108.*

**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: BIOL 1102 or 1108; or 1101 or 1107 and permission of instructor.*

**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: 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: 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: BIOL 1102 and permission of instructor or BIOL 1108 with a C or better.*

**BIOL 3100***Zoology (3-2-4)*

An introduction to the morphology, physiology and life histories of representative animals with emphasis on taxonomy and systematics. Normally offered Fall and Spring. *Prerequisite: BIOL 1108 with a C or better.*

**BIOL 3110***Introductory Microbiology (3-2-4)*

A study of the principles of microbiology, including morphology, classification, reproduction, molecular biology, immunology, and relation of microorganisms to human welfare. Most of the laboratories will deal with techniques related to medical and food microbiology. Normally offered Fall and Summer. *Prerequisites: Grade of C or better in BIOL 1108 or 2112 and MATH 1101.*

**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: 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. *Prerequisites: 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. Normally offered Spring. *Prerequisites: 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. *Prerequisites: BIOL 1108 with a C or better, or BIOL 1102 with a C or better and permission of instructor; CHEM 1151 or 1211.*

- 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: 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. *Prerequisites: 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: 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: BIOL 1108 with a C or better; and BIOL 3100 with a C or better or permission of instructor.*
- BIOL 3400** *Cell Biology (3-3-4)*  
 A detailed study of structural and functional organization of eukaryotic cells including cell surfaces, organelles, communications, motility and control mechanisms. The cell cycle, regulation of information flow, cellular differentiation and cellular interactions are also considered. Normally offered Fall and Spring. *Prerequisites: BIOL 1108 with a C or better, CHEM 1212 and 2410.*
- 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: 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. Normally offered Spring. *Prerequisites: BIOL 3000, 3100, and 3200 with a C or better; CHEM 1212.*
- BIOL 4150** *Evolutionary Biology(3-0-3)*  
 A study of the factors effecting change in the genetic composition of organisms. *Prerequisite: BIOL 1108 with a C or better or permission of instructor.*
- 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: 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: 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: 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. *Prerequisites: 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: 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: 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: 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: 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 female and male reproductive systems, conception and parturition. *Prerequisites: 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. *Prerequisites: 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: 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. *Prerequisites: BIOL 1108 with a C or better, CHEM 1212, and at least one of the following: BIOL 3110, 3200 or 3400, or permission of instructor. CHEM 3411 and 3412 strongly recommended.*

**BIOL 4900***Cullum Lecture Series (Variable).*

A variable-content course with lectures by nationally and internationally known scholars, films and/or panel discussions. Students participate in class discussions and prepare a biological project/term paper that is relevant to the semester's topic. Normally offered Spring. *Prerequisite: BIOL 1102 or 1108 with a C or better.*

**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: 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. *Prerequisites: BIOL 1108; 18 additional hours of biological science with a C or better.*

**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. *Prerequisites: BIOL 1108 with a C or better and permission of instructor; 18 additional hours of biological science with a C or better.*

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## **BUSA - Business Administration Courses**

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**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, technological development, marketing and management. Specific issues covered would include ethical decision-making in a multicultural environment, strategic planning and management in a global environment, and human resource development with an international workforce. *Prerequisite: MGMT 3500 and MKTG 3700 with a grade of C or better.*

**BUSA 4290***Selected Topics in Business Administration (3-0-3)*

A seminar and/or directed study on a major issue, practice, or problem in business administration. TBA. *Prerequisite: Permission of advisor to use in the major area and senior standing.*



**BUSA 4210***Business Law (3-0-3)*

Contracts, sales contracts, agency negotiable instruments, common and public carriers. Designed to acquaint students with legal rights and liabilities in the ordinary course of business. *Prerequisite: 50 semester hours.*

**BUSA 6290***Selected Topics 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. *Prerequisites: Graduate (MBA) student status.*

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## **CHEM - Chemistry Courses**

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**CHEM 1151***Survey of Chemistry I (3-2-4)*

First course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professions, majors and for non-science majors. Topics to be covered include elements and compounds, chemical equations, nomenclature and molecular geometry. Laboratory exercises supplement the lecture material. Credit may not be earned for both CHEM 1151 and CHEM 1211 or 1212. *Prerequisites: MATH 1111 or 1101.*

**CHEM 1152***Survey of Chemistry II (3-2-4)*

Second course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professions, majors and for non-science majors. Topics to be covered include molecular functional groups and their role in determining chemical properties and biological function. Laboratory exercises supplement the lecture material. *Prerequisites: CHEM 1151 (C or better) or CHEM 1211 (C or better).*

**CHEM 1211***Principles of Chemistry I (3-3-4)*

First course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include composition of matter, stoichiometry, periodic relations, and nomenclature. Laboratory exercises supplement the lecture material. Credit may not be earned for both CHEM 1151 and CHEM 1211. *Prerequisites: MATH 1111 or 1101.*

**CHEM 1212***Principles of Chemistry II (3-3-4)*

Second course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include liquid and solid states, solutions, equilibrium, acids and bases, kinetics, thermodynamics, equilibrium, electrochemistry, and descriptive chemistry. Laboratory exercises supplement the lecture material. Credit may not be earned for both CHEM 1151 and CHEM 1212. *Prerequisites: MATH 1113 and CHEM 1211.*

**CHEM 1950***Selected Topics: (V)*

Concepts/topics in special areas of chemistry. May be repeated for credit. *Prerequisites: 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. *Prerequisites: CHEM 1211, 1212 (grade of C or better in each).*

**CHEM 2810** *Quantitative Analysis (2-6-4)*

Theories, principles and practice of volumetric, gravimetric and elementary instrumental analysis. *Prerequisites: CHEM 1212.*

**CHEM 2950** *Selected Topics (V)*

Concepts/topics in special areas of chemistry. May be repeated for credit. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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 quantum mechanics. *Prerequisites: CHEM 2810 (C or better), PHYS 2212, co-requisite MATH 3020 or permission of the instructor.*

**CHEM 3722** *Physical Chemistry II (3-3-4)*

Build on the basics of quantum mechanics learned in Physical Chemistry I, a development of the theory of chemical bonding and optical spectroscopy. A use of the theory of statistical mechanics to relate the results of quantum mechanics to thermodynamics. A study of the methods of experimental chemical kinetics and the basic precepts of theoretical chemical kinetics. *Prerequisites: CHEM 3721 (C or better) and MATH 3020 or permission of the instructor.*

**CHEM 3810** *Advanced Preparations and Characterizations (2-3-3)*

An examination of recent research advances in materials synthesis and analysis, including polymers, and inorganic complexes. Laboratory experiments include synthesis, isolation, and characterization by infrared, nuclear magnetic resonance, and mass spectrometric instrumental techniques. *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. Includes solutions preparation, equipment setup, pre-lab instruction, and monitoring student performance. Safety instruction includes proper

use of protective equipment and fire extinguishers, interpretation of Material Safety Data Sheets and safety label codes, and appropriate emergency responses (including CPR training). *Prerequisites: 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.  
*Prerequisites: Permission of the instructor.*

**CHEM 4210** *Advanced Inorganic Chemistry (3-0-3)*  
A study of advanced topics in inorganic chemistry including molecular orbital theory, coordination chemistry, descriptive chemistry of the elements, atomic structure and nuclear chemistry. *Prerequisites: CHEM 1212 (C or better; CHEM 3412 recommended).*

**CHEM 4551** *Biochemistry I: Physical Biochemistry (3-3-4)*  
The physical chemistry of macromolecules. Fundamental chemical principles will be used to provide a comprehensive understanding of amino acids, proteins, lipids, carbohydrates, and nucleic acids. Laboratory experiments will focus on physical techniques used to isolate these molecules and study their structure and function. *Prerequisites: 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. *Prerequisites: CHEM 4551 ( C or better) or permission of the instructor.*

**CHEM 4810** *Environmental Chemistry (3-3-4)*  
An examination of the complex interplay of chemical processes in air, water and soil, and how chemical principles are applied to analysis and remediation of environmental pollution. Laboratory Experiments, field trips, guest speakers, and completion and presentation of a laboratory project provide practical experience and current information on developments in environmental technology. *Prerequisites: CHEM 2810, 3412; 4551 or 3722 ( C or better).*

**CHEM 4830** *Principles of Instrument Design (1-3-2)*  
A study of the basic components of instruments for optical spectroscopy including light sources, monochromators, sample holders, detection devices, signal transducers, signal amplifiers, and computer interface electronics and how these components are used together in modern instrument design. *Prerequisites: CHEM 2810 ( C or better).*

**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. *Prerequisites: CHEM 2810, CHEM 3412 ( C or better in each).*

**CHEM 4900***Cullum Lecture Series (V, 1 to 5)*

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring term, attend films and/or panel discussions and prepare a student project relevant to the term's topic. *Prerequisites: Permission of the instructor.*

**CHEM 4950***Selected Topics (V)*

Concepts/topics in special areas of chemistry. May be repeated for credit. *Prerequisites: Permission of the instructor.*

**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. *Prerequisites: 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. *Prerequisites: Permission of the instructor.*

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## **CJ - Criminal Justice Courses**

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**CJ 1103***Introduction to Criminal Justice (3-0-3)*

Survey of 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 is given to criminal justice as a process involving many organizations and agencies with diverse clientele and purposes. *Prerequisites: None*

**CJ 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. *Prerequisites: CJ 1103, SOCI 1160 or permission of the instructor.*

**CJ 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. *Prerequisites: SOCI 1101 and SOCI 1160.*

**CJ 3333***Introduction to Corrections (3-0-3)*

A survey of the correctional field covering the areas of probation, imprisonment, parole, and community corrections. Specific concern will be with the evolution of these programs, their present structure, and current problems. *Prerequisites: CJ 1103 or permission of instructor.*

**CJ 3334***Institutional Corrections (3-0-3)*

A Survey of the use of institutional confinement for the punishment and rehabilitation of criminal offenders. Specific concerns will focus on the history of confinement, the philosophical, legal, and social justifications of incarceration, the sociology of total institutions, inmate cultures, and the current problems and criticisms of correctional institutions. *Prerequisites: CJ 103 or SOCI 1101, SOCI 1160, and permission of the instructor.*

**CJ 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. *Prerequisites: CJ 1103 or SOCI 1101, SOCI 1160, and permission of the instructor.*

**CJ 3341***White Collar Crime (3-0-3)*

The study of criminal behavior focused on abuse of trust and power in both corporations and government. A survey of corporate abuse of power against owners, against employees, against public-in-contact, and against the public-at-large as well as official response to such crimes. Unique aspects of organized crime, computer crime, electronic crime, securities fraud, and relevant law enforcement strategies are analyzed and contrasted with street crime. *Prerequisites: CJ 1103 or SOCI 1101; and SOCI 1160.*

**CJ 3395***Selected Topics (3-0-3)*

A variable content course which allows students the opportunity to enroll in specifically titled courses from time to time. These upper division courses center around topics not offered in the regular sociology curriculum. *Prerequisites: SOCI 1101 and permission of the instructor.*

**CJ 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 offender by probation, imprisonment, and parole are addressed in terms of philosophy and policy. *Prerequisites: CJ 1103 or SOCI 1101; and SOCI 1160.*

**CJ 4432***Juvenile Delinquency (3-0-3)*

A survey of the philosophy, theory, and history of juvenile delinquency, including its causes, preventions, and measurement from sociological perspectives. The history of youth and the family are used to provide the foundations for the invention of delinquency and its unique social and legal reactions. Contemporary social institutions including the family, community, church, and school are related to the

incidence of juvenile delinquency. *Prerequisites: CJ 1103 or SOC 1101; and SOCI 1160.*

**CJ 4433**

*Juvenile Justice (3-0-3)*

A survey of the historical development of juvenile justice including the establishment of the juvenile court and juvenile corrections in America. This survey includes 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. *Prerequisites: CJ 4431 or SOCI 4431; SOCI 1160; and permission of the instructor.*

**CJ 4435**

*Women, Crime, and the Criminal Justice System (3-0-3)*

Provides 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, and perspectives grounded in sociology of gender. *Prerequisites: SOCI 1101 or CJ 1103, and SOCI 1160.*

**CJ 4441**

*Violence and the South (3-0-3)*

In this course, we shall explore whether there is a relationship between the South and violence and examine different explanations for southern violence. We will examine contemporary and historical work about violence shaped by the socio-cultural and historical context of the South including racial violence, homicide, violence against women, and violence in the criminal justice system. *Prerequisites: Sociology 1101 or CJ 1103, and SOC 1160.*

**CJ 4490**

*Cullum Lecture Series (3-0-3)*

A variable content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative program. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. *Prerequisites: CJ 1103 and SOC 1160.*

**CJ 4495**

*Selected Topics (3-0-3)*

A variable content course to be used 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 which allows students to pursue an in-depth study of a specialized area in sociology under faculty supervision. *Prerequisites: Junior or senior standing; 20 hours of advanced sociology; permission of instructor; and contractual agreement with department chair.*

**CJ 4496**

*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. *Prerequisites: permission of instructor USED IN PROGRAM(S) Minor in Social Work.*

**CJ 4499***Undergraduate Research (3-0-3)*

Students desiring to do independent research on a topic of their choice selected in consultation with an instructor, must obtain the permission of instructor who will supervise the research. The student must submit a contract proposal for the research project prior to enrolling in the course. *Prerequisites: Junior or Senior Standing; 12 hours of advanced criminal justice courses; and contractual agreement with department chair.*

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## COMC - Communication Courses

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**COMC 2010***Mass Media and Society (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. *Prerequisites: ENGL 1101- 1102 or ENGL 1113-1114 and HUM 2001, 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. *Prerequisites: 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. *Prerequisites: ENGL 1102 with a grade of "C" or better, COMS 1010, and MINF 2201 or CSCI 2000 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: Graduate (MBA) student status and MGMT 3500.*

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## COMD - Drama Courses

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- COMD 2500** *Theater Performance (Variable 1-2)*  
Participation as an actor in an A.S.U. Theater production. May be repeated up to three times. *Prerequisites: Permission of instructor.*
- COMD 2510** *Theater Production (Variable 1-2)*  
Participation as a crew member in an A.S.U. Theater production. May be repeated up to three times. *Prerequisites: Permission of instructor.*
- 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 3211** *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. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUM 2001 with a grade of C or better.*
- COMD 3212** *Acting II: Scene Study (3-0-3)*  
A continuation of COMD 3211. A study of text and subtext, the course will concentrate on scene study and character analysis. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUMN 2001 with a grade of C or better.*
- COMD 3221** *Literature in Performance 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. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a grade of C or better; HUMN 2002*
- COMD 3222** *Literature in Performance 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. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a grade of C or better; HUMN 2002.*
- COMD 3410** *Stage Lighting (3-0-3)*  
This course will focus on various aspects of lighting design for the theater, including equipment and tools of the lighting designer; drafting techniques in creating a lighting plot; and design analysis and theory. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUMN 2001 with a grade of C or better.*



**COMD 3550** *Fundamentals of Technical Theatre (3-0-3)*

A survey of the techniques for designing, building, painting, costuming, and managing a production. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUMN 2001 with a grade of C or better.*

**COMD 3710** *Directing (3-0-3)*

This course will cover 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. *Prerequisites: COD 322 or Permission of the Instructor.*

**COMD 3811** *Scene Design I (3-0-3)*

This course will focus on various aspects of scene design for the theatre, including sketching, drafting, rendering and model building techniques, and research. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUMN 2001 with a grade of C or better.*

**COMD 3812** *Scene Design II (3-0-3)*

Students will perfect techniques learned in COMD 3811. Additional concentration will be placed on historical aspects of design, applied research, and design concepts. *Prerequisites: COMD 3811 or permission of the instructor.*

**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. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better; HUMN 2001 with a grade of C or better.*

**COMD 4210** *Acting III: Period Styles (3-0-3)*

The problems of enacting period literature from Greek to early twentieth century. Students will address problems of deportment and stage movement, diction, and meter. Scenes will be performed from Greek, Roman, Renaissance, Restoration, and early Modern repertoires. *Prerequisites: COMD 3212 or permission of the instructor.*

**COMD 4220** *Modern Drama (3-0-3)*

A survey of major world dramatists and their works, from the end of the nineteenth century to the present. *Prerequisites: 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. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a grade of C or better; HUMN 2002.*

**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. *Prerequisites: 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. *Prerequisites: 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. To be guided by one theater instructor and juried by faculty of the theater curriculum and by members of the department of Languages, Literature and Communications. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 and HUMN 2001, each with a grade of C or better; HUMN 2002. Senior standing, and permission of the instructor.*

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## COMJ - Journalism Courses

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**COMJ 3010***History of Journalism (3-0-3)*

Study of the development of journalism and the mass media from colonial times to the present. Topics discussed will include changing concepts of news, government control, freedom of expression, the place of fact and opinion, changing technology, the influence of American social, cultural, political, and economic theory on the media. *Prerequisites: 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. *Prerequisites: For Communications majors: ENGL 1101-1102 or ENGL 1113-1114, HUMN 2001, 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***Feature Writing (3-0-3)*

A practical course in writing and marketing various types of feature articles for newspapers, magazines, and other periodicals. *Prerequisites: COMJ 3020 with a C or better, or permission of instructor.*

**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. *Prerequisites: COMC 2010, COMT 3000, COMT 3010, COMT 3020.*

**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. *Prerequisites: COMJ 3020 with a C or better, or permission of instructor.*

**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. *Prerequisites: COMS 3041 or permission of Instructor.*

**COMJ 4010***Copy Editing and Layout (3-0-3)*

Study of the purpose and methods of preparing all types of news copy for publication, with the emphasis on thoroughness, economy, and accuracy; analysis of page makeup and headline writing. *Prerequisites: Communications majors: ENGL 1101-1102 or ENGL 1113-1114, HUMN 2001 (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. *Prerequisites: COMJ 3020.*

**COMJ 4900***Cullum Lecture Series (3-0-3)*

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with experience in the topic chosen for each Spring Semester, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the semester's topic. *Prerequisites: COMJ 3020 with a C or better, or permission of instructor.*

**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. *Prerequisites: 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. *Prerequisites: COMJ 3020 with a C or better or permission of instructor.*

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## COMP - Publication Courses

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**COMP 3041***Student Magazine Practicum I (1-0-1)*

COMP 3041 is the first half of a two-semester sequence to provide hands-on experience in writing and producing public relations publications. Students will write articles or create page designs for departments in the student magazine, the Phoenix. Work may also be done in business, advertising services, photography or some other aspect of publications production. *Prerequisites: COMC 2010 or permission of the instructor.*

**COMP 3042***Student Magazine Practicum II (2-0-2)*

COMP 3042 is the second half of a two-semester sequence to provide further hands-on experience in writing and producing public relations publications. Students will write articles or create page designs for the student magazine's feature section. Work in other aspects of publications production and management is also possible. *Prerequisites: COMC 2010, COMP 3041 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. *Prerequisites: COMC 2010, 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. *Prerequisites: COMC 2010 or permission of the instructor.*

**COMP 3502***Publication Production II (3-0-3)*

Further instruction in desktop publishing software and techniques used in production of magazines, books, product packaging and other advanced projects. *Prerequisites: COMC 2010, COMP 3501 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. *Prerequisites: 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. *Prerequisites: COMC 2010 or permission of the instructor.*

**COMP 4500***Communications Campaigns (3-0-3)*

Designed to offer upper-level students the chance to pursue advanced studies in public relations and advertising. The emphasis will be placed on case studies of actual and simulated public relations and advertising problems. Additionally, students will explore the professional and academic public relations literature and conduct research into this field. *Prerequisites: COMC 2010 and COMP 3600 with a grade of C or better, or permission of 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 speciality advertising. *Prerequisites: COMC 2010 or permission of the instructor.*

**COMP 4950***Selected Topics (3-0-3)*

Study of various topics relating to public relations and advertising. *Prerequisites: COMC 2010 or permission of the instructor.*

**COMP 4960***Internship/Practicum (3-0-3)*

In-service learning experience in electronic or print media. *Prerequisites: COMC 2010 or permission of the instructor.*

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## COMS - Speech Courses

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**COMS 1010***Introduction to Communication (2-0-2)*

This course offers an introduction to the elements of human communication, with emphasis upon interpersonal and intrapersonal communication, public speaking, and mass communication. *Prerequisites: None.*

**COMS 1020***Fundamentals of Human Communication (3-0-3)*

This course provides an introduction to communication theory and the elements of public speaking. It includes instruction in interpersonal and organizational communication as well as mass communication and public speaking. Students also gain experience in critical thinking and listening techniques. *Prerequisites: None*

**COMS 3000***Diction and Interpretation (3-0-3)*

This course studies vocal production (projection, articulation, etc.) and the principles of oral interpretation, including understanding and presentation of literature to an audience. *Prerequisites: COMC 2010 or permission of instructor.*

**COMS 3040***Interpersonal Communication (3-0-3)*

This course seeks to inform students about the theories, research and application of interpersonal communication. Communication between two to three people will be addressed. Other topics include self-awareness, family communication, gender communication, peer relationships, and conflict in interpersonal communication. A survey of interpersonal communication theories will also be conducted. *Prerequisites: 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. A number of communication processes are explored, with particular emphasis on relationships, motivation, structure, and power within organizations. *Prerequisites: COMC 2010 or permission of instructor.*

**COMS 3100***Intercultural Communication (3-0-3)*

This course explores intercultural theory and research and seeks to put into perspective the consequences of daily interaction with members from various cultures. Racism, sexism, and other prejudices will also be explored. Barriers to effective intercultural communication will be examined, as will methods of improving intercultural communication. World communication systems theories will also be examined. *Prerequisites: COMC 2010.*

**COMS 3110***Public Speaking (3-0-3)*

This course entails a study of the theory and research about public speaking in both historical and contemporary contexts. Factors such as audience, speaker credibility, and ethics will be examined. Public speaking skills will be cultivated and applied, with particular attention to style, delivery, and organization. *Prerequisites: COMC 2010 or permission of instructor.*

**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. Guest lectures from media, political, and court figures. *Prerequisites: COMC 2010 or permission of instructor.*

**COMS 3250***Persuasion (3-0-3)*

This course provides students with an understanding of how communication influences perceptions, thoughts, and actions. Students learn the skills necessary to critically analyze persuasive communication as it occurs in various contexts, including traditional speeches, advertising, and popular culture. *Prerequisites: 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 are expected to prepare arguments for critical, well-informed audience, incorporating knowledge gained in the course regarding what constitutes a sound, reasoned case. Emphasis is placed on the ability to anticipate and address a wide variety of alternative perspectives represented by such audiences, as well. *Prerequisites: COMC 2010 or permission of instructor.*

**COMS 4120***Gender and Communication (3-0-3)*

This course examines and analyses gendered communication patterns in a variety of contexts. Several theories that explain how culture shapes gendered communication as well as how gendered communication shapes culture will be explored. Students will also study how communication creates and reinforces traditional gender identities and what communication strategies are used to redefine gender. *Prerequisites: COMC 2010 or permission of instructor.*

**COMS 4130***Rhetoric of Social Movements (3-0-3)*

This course explores social movements in terms of the role of communication in the development and life of a social movement. Students will examine the theoretical tenets of social movements as public communication in general and will be trained to effectively analyze the communication strategies employed by several specific social movements. *Prerequisites: 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. *Prerequisites: COMS 2010 or permission of instructor.*

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## COMT - Telecommunications Courses

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### COMT 3000

*Introduction to Electronic Media (3-V-3)*

Discussion of radio, television and developing technologies from early Marconi experiments to high-definition television. Significant developments in the motion picture industry are discussed with emphasis on an understanding of the development of the photochemical vs. electronic process, sound recording, theater projection, presentation venues and formats. Discussion of media hardware with exercises in the use of basic and expanded telecommunication systems. Significant reading and writing assignments. *Prerequisites: COMC 2010.*

### COMT 3010

*Radio and Audio Production (4-V-3)*

Understanding the business, technical and creative issues in field and studio production of news, talks shows, concerts, documentaries, dramas and commercials/PSAs. Students write and produce audio productions for radio, industry, entertainment and business multimedia applications. Significant reading and writing assignments. *Prerequisites: COMC 2010, COMT 3000.*

### 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. *Prerequisites: COMC 2010, COMT 3000, COMT 3010.*

### 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. Students will research, write, produce and edit a complete story which can be added to their portfolio. *Prerequisites: COMC 2010, COMT 3000, COMT 3010, COMT 3020, and COMJ 3020 or COMJ 3030.*

### 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. *Prerequisites: COMC 2010, COMT 3000, COMT 3010, COMT 3020.*

### 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 1940. *Prerequisites: COMC 2010.*

### COMT 3060

*Business Applications of Telecommunication (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. *Prerequisites: COMC 2010, COMT 3000.*

**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. Prerequisites: For ENGL 3210, ENGL 1101-1102 or 1113-1114; HUM 2001-2002. For COMT 3070, COMT 2010.

**COMT 4010***Advanced Radio and Audio Production (4-V-3)*

Understanding sound design. Topics include conceptualizing, writing and producing for sound enhancement and imaging in radio, television, motion pictures and special venue presentations. Prerequisites: COMC 2010, COMT 3000 and COMT 3010.

**COMT 4020***Advanced Television Production (4-V-3)*

In-depth course in television production emphasizing complex, multi-camera productions such as news and magazine programs and audience participation programs from concerts to town meetings. Students create, write, produce and direct productions. Prerequisites: COMC 2010, COMT 3000, COMT 3010 and COMT 3020.

**COMT 4030***Techniques of Videotape Editing (4-V-3)*

In-depth course in the theory and application of picture and sound editing from motion pictures to electronic media. Intensive projects in video editing with multitrack audio for television feature stories and dramatic presentations. Prerequisites: COMC 2010, COMT 3000, COMT 3010, COMT 3020, COMT 3030, COMT 3040 - all with a grade of "C" or better.

**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. Prerequisites: COMC 2010 and permission of the instructor.

**COMT 4960***Internship in Telecommunication (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 Telecommunication 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. Prerequisites: Senior level status and permission of instructor.

**COMT 4970***Senior Thesis/Project in Telecommunication (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. Prerequisites: Senior level status and permission of instructor.



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## COUN - Counseling Courses

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- COUN 6640** *Introduction to Counseling (3-0-3)*  
This course is an introduction and survey of the role, functions, and theoretical approaches of the professional counselor. Various work settings are examined, including the school counseling program, mental health worker, and community agency counselor. Multimedia presentations are utilized.
- 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** *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 co-dependence, 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.
- 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 6740** *Legal and Ethical Issues in Counseling (3-0-3)*  
This course is designed to provide the student with a foundation of the legal and ethical issues involved in being a school and community counselor. This course will help students confront a variety of professional and ethical issues that do not have clear-cut solutions. They will work at exchanging ideas to help clarify their own specific position on many current issues.
- 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 6780***Process and Practice of Group Counseling (3-0-3)*

This course is designed to allow the student to study and to experience counseling groups as theory, content, process, and technique. The class is conducted both as a didactic group and as a group laboratory.

**COUN 6800***Assessment, Intervention and Diagnosis in Counseling (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.

**COUN 6820***Administration and Consultation in Counseling (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.

**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***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.

**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.

**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.

**COUN 6920** *Counseling Internship II (3-0-3)*

This is the second part of an Internship experience specifically within a school system. Counseling Internship II is designed to meet certification requirements for a Georgia School Counseling Certification. 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 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. This would mean the student would begin or end the experience concurrently with the school internship site.

**COUN 7940** *Advanced Counseling Theory (3-0-3)*

The course is designed to expose students to an indepth, interdisciplinary study of major psychological theoretical systems as related to philosophical, theological, anthropological, sociopolitical, and aesthetic historical contexts.

**COUN 7960** *Counseling Supervision (3-0-3)*

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.

**COUN 7980** *Advanced Counseling Practicum (3-0-3)*

This course is designed to function as a clinical skills and case conceptualization diagnostic laboratory in which students work on specific skill building in the context of client presenting problems, under a developmental supervision model. Students are required to complete a supervised clinical experience that totals a minimum of 100 clock hours.

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## **CSCI - Computer Science Courses**

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**CSCI 2000** *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. Normally offered: Each semester.

*Prerequisite: MATH 1101 Introduction to Mathematical Modeling or MATH 1111 College Algebra.*

**CSCI 2060** *Programming for Science and Engineering (2-2-3)*  
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. *Normally offered: Fall semester. Corequisite: MATH 2011 Calculus and Analytic Geometry I.*

**CSCI 2301** *Principles of Computer Programming I (3-2-4)*  
A rigorous study of the principles of computer programming with emphasis on problem solving methods which lead to the construction of correct, well-structured programs. Other topics include an introduction to data representation, simple data types and control structures, functions, and structured data types. Programming assignments. *Normally offered: Each semester. Prerequisite: MATH 1113 Precalculus Mathematics or MATH 1220 Applied Calculus.*

**CSCI 2302** *Principles of Computer Programming II (3-0-3)*  
A continuation of problem solving methods and algorithm development. Topics include introduction to data structures and their implementation, advanced algorithm development and programming. The emphasis is on program development and style. *Normally offered: Each semester. Prerequisite: CSCI 2301 Principles of Computer Programming I (grade of C or better).*

**CSCI 2370** *Assembly Language Programming (3-0-3)*  
A study of computer systems and how to program at the assembly language level. Topics include computer structure, machine language, instruction execution, addressing techniques, digital representation of data, assemblers and associated system programs and control of input/output devices. Programming assignments to illustrate machine structure and programming techniques. *Normally offered: Fall and spring semesters. Prerequisite: CSCI 2302 Principles of Computer Programming II.*

**CSCI 2410** *Data Presentation, Files and Database Systems (3-0-3)*  
A study of models and methodologies for representing, storing and retrieving quantities of information on external storage devices. Alternative views of data as seen from the perspective of the system, the application and the human interface. *Normally offered: Each semester. Prerequisite: CSCI 2302 Principles of Computer Programming II.*

**CSCI 2950** *Selected Topics (Variable)*  
Modern concepts in special areas of computer science. *Normally offered: To be arranged. Prerequisite: Permission of Instructor.*

**CSCI 2980** *Applications Seminar (1-0-1)*  
Study and analysis of current computer applications, current computer hardware and computer-related careers. *Normally offered: To be arranged. Corequisite: CSCI 2301 Principles of Computer Programming I.*

**CSCI 3000** *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. Students will be expected to conduct a social impact study for a software project. Normally offered: To be arranged. *Prerequisite: CSCI 2302 Principles of Computer Programming II.*

**CSCI 3170** Computer Organization (2-2-3)  
A study of computer architecture and design. Topics include basic logic design, ALU construction, memory construction, control unit sequencing, microcode and microprogramming, bus design, overall computer system design and analysis of tradeoffs and performance limiting problems. Advanced topics include RISC, symmetric multiprocessing, pipelining and caching. Laboratory projects demonstrate construction of simple architectural components from basic logic gates. Normally offered: Fall and spring semesters. *Prerequisite: MATH 3030 Symbolic Logic and Set Theory and CSCI 2370 Assembly Language Programming.*

**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. Normally offered: Once annually. *Prerequisite: CSCI 2302 Principles of Computer Programming II.*

**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. Normally offered: Fall and spring semesters. *Prerequisite: CSCI 2302 Principles of Computer Programming II.*

**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, asymptotics, NP-completeness, formal verification and the design of algorithms. Normally offered: Spring semester. *Prerequisite: MATH 3030 Symbolic Logic and Set Theory and CSCI 2302 Principles of Computer Programming II.*

**CSCI 4271** Computer Systems I (3-0-3)  
A basic study of computer operating systems and related computer architecture topics. Topics include: types of operating systems; process management; CPU scheduling; process synchronization; deadlock detection, protection, and avoidance; concurrent processes; resource sharing; memory management, and virtual memory. Alternative algorithms for implementing operating systems structures are analyzed and compared. Laboratory projects explore the implementation of operating systems algorithms and principles. Normally offered: Fall semester. *Prerequisite: CSCI 3170 Computer Organization.*

**CSCI 4272** Computer Systems II (3-0-3)  
A continuing study of computer operating systems and architecture. Topics include advanced study of process synchronization and deadlock. New topics include distributed operating systems, distributed process coordination, distributed file systems, file systems, secondary storage structures, protection and security,

distributed resource management, distributed shared memory, cache coherence, distributed scheduling, failure and fault tolerance, security and cryptography, multiprocessor architectures, multiprocessor operating systems, parallel and concurrent processing and distributed database systems. Normally offered: Spring semester. *Prerequisite: CSCI 4271 Computer Systems I.*

**CSCI 4280** *Data Communications and Networking (2-2-3)*  
A basic study of data communications and local and wide-area networks. Topics in data communications include: fundamentals of data communications theory; transmission media; data encoding; and line link, error control, and data protocols. Topics in networking theory include networking technologies, topologies, control strategies, networking layered protocols, IEEE networking protocols, bridging and routing, wide-area networks and internet working. Laboratory projects include the installation, operation and management of network operating systems and protocols. Normally offered: Spring semester. *Prerequisite: CSCI 4271 Computer Systems I.*

**CSCI 4711** *Software Design (3-0-3)*  
A study of program and computer system morphology and software metrics used to select among alternative structures and organizations. Topics include software engineering, structured design, object oriented design and life cycle management. Normally offered: Fall semester. *Prerequisite: Senior standing and permission of instructor.*

**CSCI 4712** *Systems Analysis with Senior Project (3-2-4)*  
A study of system analysis techniques using a highly integrated project, beginning with requirements analysis and culminating with system implementation, presentation of user and technical manuals. The project will utilize high level tools as appropriate, to include CASE and RAD tools, and incorporate database design using an appropriate paradigm and an associated database engine/application. Normally offered: Spring semester. *Prerequisite: CSCI 4711 Software Design.*

**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. Normally offered: To be arranged. *Prerequisite: CSCI 2370 Assembly Language Programming and CSCI 3500 Applied Theory of Computing.*

**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. Normally offered: To be arranged. *Prerequisite: CSCI 2302 Principles of Computer Programming II.*

**CSCI 4900** *Cullum Lecture Series (Variable: 1-3)*  
A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known

scholars with expertise in the topic chosen for each spring semester, attend films and/or panel discussions, participate in class discussions and prepare a student project relevant to the semester's topic. Normally offered: To be arranged.

*Prerequisite: Permission of Instructor.*

**CSCI 4950** *Selected Topics (Variable)*

Modern concepts in special areas of computer science. Normally offered: To be arranged. *Prerequisite: Permission of Instructor.*

**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. Normally offered: To be arranged. *Prerequisite: 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. Normally offered: To be arranged. *Prerequisite: 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. Normally offered: To be arranged. *Prerequisite: Permission of Department Chair.*

**CSCI 6050** *Computers and Teaching (2-2-3)*

A study of basic computer concepts, algorithm development and an introduction to programming. Included are computer applications with particular emphasis on those related to teaching. Normally offered: To be arranged. *Prerequisite: Admission to graduate program or permission of instructor.*

**CSCI 6351** *Problem Solving and Programming I (2-2-3)*

A study of problem solving using computer topics including a problem solving approach to BASIC programming, and the development and selection of software for teaching programming. The emphasis is on structured programming. Normally offered: To be arranged. *Prerequisite: Acceptance into graduate program or permission of instructor.*

**CSCI 6352** *Problem Solving and Programming II (2-2-3)*

A study of the principles of computer programming with emphasis on the development of correct, well-structured programs and strategies for teaching program development. Other topics include information representation, simple data types, and data structures. Normally offered: To be arranged. *Prerequisite: CSCI 6351 or permission of instructor.*

**CSCI 6750** *Automated Data Processing Systems (3-0-3)*

A presentation of the fundamentals in the effective use of automated data

processing. Topics include an introduction to automated data processing, computer system fundamentals, computer languages, programming and program preparations, and an introduction to the analysis and design of computer-based systems. Semester to be offered: to be arranged.

### **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. Normally offered: To be arranged.  
*Prerequisite: Permission of Department Chair and Instructor.*

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## **ECED - Early Childhood Courses**

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### **ECED 3121**

*Early Childhood Mathematics Education I  
Grades Pre-K, K, 1, 2, 3 (3-0-3)*

A primary task of teachers of grades Pre-K - 3 is to lay the experiential, conceptual, and attitudinal foundation for future learning in mathematics by guiding students through a range of inquiry activities. This course will include experiences that engage prospective teachers in active learning that builds on their knowledge, understanding, and ability. 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 in grades Pre-K through 3. *Prerequisites: Admission to Teacher Development*

### **ECED 3151**

*Early Childhood Curriculum (3-0-3)*

Early childhood education is a diverse field encompassing a broad age-range of the life span, birth through age eight including children with special developmental and learning needs. Early childhood education occurs in diverse settings including public and private schools, centers, and home-based programs, and encompasses many roles in addition to the traditional role of "teacher". Students will be expected to demonstrate a 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 that result in improved programming for children and also contributes to continuing professional development. *Prerequisites: Admission to Teacher Education*

### **ECED 3161**

*Management and Family Involvement (3-0-3)*

The most general goal of Management and Family Involvement is to foster the attitudes, skills, and knowledge necessary for the effective management of good learning environments. "Effective" and "good" imply a view of desirable student/teacher/parent interaction based on the following assumptions (derived from the ASU School of Education Conceptual Framework Principles): 1) the learner's self-management is a primary goal of management of the learning environment. 2) Active inquiry, collaboration, and supportive interaction are important classroom norms. 3) Reflection and constant teacher self-assessment



of classroom practices are important professional activities. 5) The student's learning and well-being rely on relationships that go well beyond the classroom. 6) Issues such as management of students' behavior, classroom procedures, and classroom organization are situated within and related to the larger framework of successful planning and conduct of instruction. In summary, this course addresses both instruction and behavior as well as executive and communication skills. *Prerequisites: Admission to Teacher Education*

**ECED 3212**

*Literacy I: Basic Literacy Instruction for Early Childhood Education (3-0-3)*

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. The class is highly field based and will require students to implement many of the strategies taught in class.

**ECED 3222** *Early Childhood Mathematics Education II - Grades 3, 4, 5 (3-0-3)*

This course will include experiences that engage prospective teachers in active learning that builds on their knowledge, understanding, and ability. 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 in grades 3 through 5. *Prerequisites: Courses in Block I.*

**ECED 3231**

*Early Childhood Science Education I (3-0-3)*

Teachers of grades Pre-K - 5 usually are generalists who teach most, if not all, school subjects. A primary task of these teachers is to lay the experiential, conceptual, and attitudinal foundation for future learning in science by guiding students through a range of inquiry activities. This course will include experiences that engage prospective teachers in active learning that builds on their knowledge, understanding, and ability. The course will address issues, events, problems, and process skills in Physical 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. *Prerequisites: Courses in Block I.*

**ECED 3241**

*Early Childhood Social Studies Education I-Geography and History in K-5 Curriculum (3-0-3)*

This course will develop an understanding of the conceptual structure of geography and history, their primary modes of inquiry, 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 formulating instruction and assessment activities in these content areas that are appropriate to K-5 learners. Special emphasis will be placed on instructional approaches that actively engage young learners in concept formulation, skill introduction and development, performance assessment. *Prerequisites: Courses in Block I.*

**ECED 3252***Elementary School Curriculum (3-0-3)*

Characteristics of the various schools that come under the heading of "elementary school" and ways those schools are organized will be used as an orientation to elementary school teaching and learning. Students will explore the rationales for planning and selecting content. Planning of interdisciplinary units using children's literature will be one instructional strategy. The development of listening, speaking, and writing skills of children along with effective uses of language in oral/written communication are stressed. *Prerequisites: Courses in Block I.*

**ECED 4313***Literacy II: Advanced Literacy Instruction for Early Childhood Education (3-0-3)*

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. *Prerequisites: Basic Literacy Instruction for ECE., Courses in Block I and II.*

**ECED 4332***Early Childhood Science Education II (3-0-3)*

This course will build on Science Education I. This course will include experiences that engage prospective teachers in active learning that builds on their knowledge, understanding, and ability. The course will address issues, events, problems, and process skills in life sciences, environment, technology, and society 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. *Prerequisites: Courses in Blocks I & II.*

**ECED 4342***Early Childhood Social Studies Education II-Civics Sociology, Economics in K-5 Curriculum (3-0-3)*

This course will develop an understanding of the conceptual structure of civics, sociology, and economics, their primary modes of inquiry, the themes and learning standards identified in national civics standards and the national social studies standards. Students will examine and apply the implications of these understandings to formulating instruction and assessment activities in these content areas that are appropriate to K-5 learners. Special emphasis will be placed on instructional approaches that actively engage young learners in concept formulation, skill introduction and development, performance assessment. *Prerequisites: Courses in Blocks I & II.*

**ECED 4381 (ECED 3171)***The Creative Arts (3-0-3)*

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. Identifying and demonstrating basic elements and skills; applying critical and creative thinking techniques; and understanding the arts as a way to create and communicate meaning will serve as the focal points of the course. Specific examples of activities, materials, resources, and optimal learning experiences and opportunities that relate directly to the themes and units that are traditionally

incorporated into early childhood classroom instruction in social studies, science, math, and literacy will be examined. *Prerequisites: Courses in Blocks 1 & 2.*

**ECED 4491** *Early Childhood Apprenticeship (0-12-12)*  
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. *Prerequisites: Successful completion of all components of early childhood sequence.*

**ECED 4492** *Seminar (3-0-3)*  
Taken concurrently with apprenticeship, students examine issues and problems of practice. Students reflect on and synthesize the conceptual and theoretical constructs of pedagogy with the complexity of practice.

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## ECON - Economics Courses

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**ECON 1810** *Introduction to Economics (3-0-3)*  
This is 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: None.*

**ECON 2105** *Macroeconomics (3-0-3)*  
This introductory course explains the nature of the economic problems which any society must solve. Then the way in which a mixed enterprise society solves this problem is examined. Topics covered include supply and demand, income and employment, money and banking, and fiscal policy. *Prerequisite: MATH 1101 or MATH 1111.*

**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: MATH 1101 or MATH 1111.*

**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, tariffs and the repercussions of periods of prosperity and depression. *Prerequisite: ECON 2106 and ECON 2105, with grades of C or better, or 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: ECON 2106, ECON 2105, with grades of C or better, and 50 semester hours.*

**ECON 4890** *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 expertise and availability of faculty. *Prerequisite: Permission of the advisor to use in the major area and senior standing.*

**ECON 5800** *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: 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. The course covers topics such as demand analysis, production and cost functions, market structure, managerial understanding of public policy, and international finance. Case studies are drawn from domestic and global circumstances. *Prerequisite: Graduate (MBA) student status, ACCT 5300, ECON 5800, FINC 3400, MATH 3110 or equivalent.*

**ECON 6890** *Current Issues In Economics (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites: Graduate (MBA) student status and ECON 5800 or equivalent.*

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## **EDLR - Educational Leadership Courses**

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**EDLR 2950** *Leadership in Action: Training/Tutoring/Service (1-2-3)*

This course is designed to introduce university students to literacy training, tutoring and service.

**EDLR 6050** *Educational Media (3-0-3)*

Examination of major theories of learning and their relationship to the use of instructional material. Opportunity to examine newer media as well as traditional media utilized in the schools. Emphasis on innovative equipment and creative development of instructional materials.

**EDLR 6090** *Role of Multicultural Education in Educational Leadership (3-0-3)*

An investigation of the culture-education relationship. Students will study cultural sub-groups within the American educational system and the influence of various leadership styles, multicultural curriculum, and prejudice-reduction programs on them and general school populations. Students also will conduct an original ethnographic study.

**EDLR 6150** *Learning/Teaching Styles in Educational Leadership (3-0-3)*

This course is intended for the teacher and administrator who may be interested in the individual differences that exist among those with whom they come in contact.

**EDLR 6160** *Teacher-Student Relations for Educational Leaders (3-0-3)*

An analysis of the basic social, philosophical issues involved in the teacher-student relationship in the public school setting; emphasis on skill development in various techniques of classroom management.

**EDLR 6205** *Capstone in Educational Leadership (0-3-3)*

A culminating experience intended to assist the student in synthesizing the concepts, and content learned in the educational leadership program. The culminating experience will involve a community service project.

**EDLR 6370** *Advanced Curriculum Development for Educational Leaders (A/S) (3-0-3)*

Problems of the school, teaching, and curriculum development; emphasis on the preparation and implementation of curriculum.

**EDLR 6510** *Problems in Educational Leadership (3-0-3)*

Examination of problems and emerging practices in light of recent knowledge of teaching and learning in various aspects of the curriculum. Focus may be on specifically designated area of instruction depending on needs of students. Course may be taken more than once for credit. Taught as needed.

**EDLR 6560** *Introduction to Educational Technology for Educational Leaders (3-0-3)*

An introductory course in applying the latest developments in educational technology in an educational setting. Special emphasis will be placed on evaluating and using integrated software, telecommunications, optical disks, multimedia, and desktop publishing.

**EDLR 6650** *Career Exploration for Educational Leaders (3-0-3)*

This course is designed to meet the skill and knowledge needs of teachers (K-12) in career education. Class and field experiences will acquaint school personnel with theories and practices related to incorporating career education into K-12 curriculum. Development of teaching plans and materials for career education of students will be a major component of the course.

**EDLR 6910** *Seminar in Education for Educational Leaders (3-0-3)*

A Capstone course taken near the end of the M.Ed. Program. Satisfactory completion fulfills the exit examination requirement for this program. The students study issues, theories, and emerging practices in education through investigation, research reports and critical analysis.

**EDLR 6920** *Seminar in Educational Leadership (3-0-3)*

A required capstone course (taken near the end of the program). Satisfactory completion fulfills the exit examination requirement for this program. The students study issues, theories, and emerging practices in education through investigation, research reports and critical analysis.

**EDLR 6940***Instructional Strategies (3-0-3)*

The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in educational psychology.

**EDLR 6950***Selected Topics (3-0-3)*

The content of this course is intended to meet the needs and interest of graduate students in selected areas of education. May be repeated for credit with prior approval.

**EDLR 7100***Supervision for Teacher Support Specialists (3-0-3)*

This course is designed to introduce teachers to the theories and practices involved in supporting and supervising student teachers, interns, and other field experience students. It will provide opportunities for the participants to develop cognitive and affective skills necessary for guiding student teachers and other laboratory students in planning, implementing, and evaluating classroom instruction and classroom management.

**EDLR 7120***Internship for Teacher Support (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 supervisor to demonstrate and apply knowledge, skills, and attitudes of supportive supervision in a clinical setting. Emphasis will be placed on the demonstration of specific supervisory skills as required to supervise field experience students, student teachers, beginning teachers, and veteran teachers.

**EDLR 7140***Supervision**f Instruction (3-0-3)*

The primary focus of this course will provide students with the knowledge, skills, and attitudes necessary to provide supportive supervision to classroom teachers, Students teachers, interns, and field experience students in order to improve instruction (planning, implementing, and evaluating instruction.) Us of technology and issues of diversity will be explored. A real supervisory experience will take place during the course, allowing students to demonstrate the integration of knowledge, skills, and attitudes necessary for effective supervision.

**EDLR 7150***Practicum in Supervision (0-6-3)*

This is a practicum designed to allow the student to demonstrate and apply knowledge, skills, and attitudes of supportive supervision in a clinical setting.

**EDLR 7160***Supervision of Education Personnel (3-0-3)*

This course is designed to introduce students to and 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.

**EDLR 7350** *Practicum in Educational Administration (L-5) (0-6-3)*  
This is a practicum to allow students to provide leadership to a group in the solution of an administrative or leadership problem at the school site. In collaboration with the building principal, a school improvement project will be identified, planned, designed, implemented, and evaluated.

**EDLR 7350** *Practicum in Educational Administration (L-6) (0-6-3)*  
This is a practicum to allow students to provide leadership to a group in the solution of an administrative or leadership problem at the school site. In collaboration with the building principal, a school improvement project will be identified, planned, designed, implemented, and evaluated.

**EDLR 7400** *School Facilities (3-0-3)*  
This course surveys the school facilities needed to provide a suitable teaching/learning environment necessary to meet current and emerging education needs. Topics studied include M&O and bond funds, plant construction, building operations including conservation and maintenance. The management aspects related to topics such as planning, modernizing, risk management and technology are also discussed as part of the course.

**EDLR 7410** *Fundamentals of School Administration (3-0-3)*  
This course is an introduction to the theory and practice of educational administration. Major concepts in administration will be covered leading to your conceptual understanding and competence for effective school leadership.

**EDLR 7420** *Educational Business Administration (3-0-3)*  
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.

**EDLR 7430** *School Law (3-0-3)*  
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.

**EDLR 7440** *Educational Personnel Administration (3-0-3)*  
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.

**EDLR 7450***Public School Finance (3-0-3)*

The course will examine the equity and efficiency of tax supported public education, current trends in funding of public education and administrative task of the budget process such as determining needs, establishing cost, compensating personnel, purchasing, accounting, auditing, inventorying, warehousing, and paying the bills will be studied.

**EDLR 7460***Leadership Styles (3-0-3)*

This course provides the opportunity for students to study leadership theory and ineffective management practices in American and International organizations.

**EDLR 7470***Computers and School Administration (3-0-3)*

An entry level course in administrative uses of computers in the schools. The course will deal with policies and applications related to the role of the computer in managing business operations, the educational program, and the instructional program. The course will examine software and hardware including a variety of IBM and non-IBM operating systems. A laboratory component will enable students to have hands-on experience with a variety of operating systems.

**EDLR 7480***Governance of Public Schools (3-0-3)*

This course is to provide information concerning federal, state and local laws, policies, standards, and regulations needed for effective administration of American schools.

**EDLR 7490***The Principalship (3-0-3)*

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.

**EDLR 7500***Human Relations for School and Community (3-0-3)*

This course is designed to provide the opportunity for current and potential educational leaders to apply principles of human relations and group dynamics with students, parents, staff, administrators, school board members, and community. General issues of the various forms of human diversity found in schools and communities will be addressed: (i.e., cultural, gender, class, and language).

**EDLR 7510***Leadership in Literacy (1-2-3)*

This course is designed to introduce educators to theories and practices involved in creating and supervising literacy programs.

**EDLR 7520***The Institute for Education Leaders (current & aspiring) (3-0-3)*

This course is designed as a comprehensive institute for aspiring and current educational leaders. Theories, practices, and research findings that guide sound educational leadership practices will be covered.

**EDLR 7530***The Superintendency (3-0-3)*

This course is designed to lead students to explore issues and problems facing those in the role of superintendent - i.e. human resources, student personnel,



improvement of curriculum and instruction, facility planning, fiscal responsibilities, contract and school law, governance policy and regulation, new politics of education, organizational culture, and other issues and problems.

**EDLR 7540**

*Ethics and Leadership (3-0-3)*

This course is designed to explore the concern that educational leadership is a crucial component in improving schools. Students will examine and reflect up on their advocacies and ideological platforms for a moral and ethical dimension of leadership. As future change agents, students will explore the concept that a moral and ethical dimension of leadership will be centered around purpose, values, and beliefs all intended to transform schools from organizations to communities.

**EDLR 7550**

*Grants writing for Administrators (3-0-3)*

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.

**EDLR 7560**

*Classroom Management and School Climate (3-0-3)*

This course is designed to help students explore and understand the need for a comprehensive and systematic school wide positive discipline program that can aid classroom management significantly. Steps in planning, presenting to staff, implementing/operationalizing, and evaluating such a program will be discussed. Specific activities will be designed that will be age appropriate, rehabilitative rather than punitive, account for varied personal backgrounds and differing views on values, attempt to change both attitudes and actions, focus on long-term results, be planned and intentional, be inclusive, have a simple management plan, and is based on sound research principles about behavior, attitudes, and motivation.

**EDLR 7570**

*Administering Newspaper in Education Program (3-0-3)*

This course focuses on administering Newspaper in Education Programs at all grade levels and in all content areas.

**EDLR 7580**

*Administering Creative Arts Programs in Education (3-0-3)*

This course focuses on administering creative arts' programs in the schools where the expressive arts are integrated into the total curriculum. A review of the theories behind strategies used in such classrooms is including.

**EDLR 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, learning, administering or counseling. Students will describe via written thesis format the results of their research.

**EDLR 7910**

*Thesis II (3-0-3)*

This course is a continuation of EDLR 7909. Students will carry out empirical research that represents the application of a theory, the extension of research, or the development of creative approaches to aspects of teaching, learning, administering, or counseling. Students will describe via written thesis format the results of their research and will orally defend the thesis. Prerequisite: EDLR 7909.

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## EDTD - Teacher Development Courses

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### **EDTD 6011** *Instructional Technology Management (3-0-3)*

This course will examine and evaluate seven basic technology strands as they relate to the instructional process. These include (1) curriculum integration, (2) productivity, (3) operating systems and networking, (4) telecommunications and on-line services, (5) distance learning- exploration, (6) multimedia/presentations and (7) desktop publishing. Must be taken within first 12 hours of graduate program. *Prerequisite: Admission to Graduate Program*

### **EDTD 6111** *Qualitative Research in Education (3-0-3)*

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 6112** *Multicultural Education (3-0-3)*

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 become familiar with multiple cultural perspectives on society, the community, and the school and how these impact the teaching/learning process. Students will examine the theoretical and scholarly literature related to multicultural education.

### **EDTD 6113** *Teacher Behaviors and Student Growth (3-0-3)*

Students will examine teacher behaviors and their relationships to student achievement and student perceptions. Low-inference teacher behaviors and student behaviors will be analyzed in the light of their observation, measurement, and quantification. Various procedures for assessing student growth will be studied. Interpretations of student growth will be studied. Interpretations of student assessments and teacher evaluations will be investigated. Students will focus on research literature relevant to their specific content teaching areas.

### **EDTD 6131** *Strategic Teaching and Learning in Social Science (3-0-3)*

This course will examine research in strategic learning and schema theory and the implications for social science curriculum and instruction. Strategic learning and schema research examine how humans develop conceptual understandings, hone analytical skills, and become conscious of these strategies so that they can make deliberate choices in employing them. This course will emphasize development of students' understanding of this research and its implications for organizing curriculum and instruction in social science. *Prerequisites: Successful completion of Advanced Educational Psychology and Introduction to Designs and Methodology of Educational Research.*

### **EDTD 6141** *Research in Mathematics Education (3-0-3)*

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. *Prerequisites: Completion of Advanced Educational Psychology and of Introduction to Designs and Methodology of Educational Research.*

**EDTD 6221** *Basic Instructional Strategies in Literacy (3-0-3)*

This course focuses on helping teachers learn to implement basic instructional strategies in the areas of reading with limited attention to writing. It is intended for students who teach at the K- 8 levels and who have never had a course in literacy instruction or have one that is more than five years old. The course will emphasize what currently occurs in literacy classrooms and how that instruction may be enhanced by the empowered teacher. Practice in informal and authentic assessment is also included.

**EDTD 6222** *Current Best Practice in Literacy (3-0-3)*

This course focuses on helping teachers learn to implement current best instructional practice in literacy in their classrooms. The course will emphasize instruction in language arts classrooms at the K-8 level.

**EDTD 6231** *Inquiry Centered Social Science Instruction (3-0-3)*

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. *Prerequisites: Successful completion of Advanced Studies in Educational Psychology and Technology Innovations and Utilizations in Education.*

**EDTD 6261** *Best Practices in (Various Topics) (3-0-3)*

The course will examine best practices in the schools and the research upon which they are founded. The course will be offered in several variations such as best practices in Middle Grades, best practices in the Social Sciences, best practices in classroom management, best practices in integrating technology, best practices in literacy development, and others. Educational theory and practice will come together to enable students to develop strategies to employ best practices within their fields and classrooms.

**EDTD 6262** *Models of Teaching (3-0-3)*

Models of teaching will be examined from a content-oriented perspective. Emphasis will be on the works of Jerome Bruner (inductive concept attainment and inductive generalization attainment), David Ausubel (deductive concept attainment, deductive generalization attainment, comparative advance organizers, and expository advance organizers), Hilda Taba (inquiry approaches and affective approaches), Richard Suchman (problem solving and inquiry training), William J. J. Gordon (synectics and creative problem solving), Anthony Manzo (guided reading procedures), Robert Gagne (learning hierarchy validation and implementation), and Kenneth Henderson (inductive problem solving). Students will use these approaches to plan and implement lessons in their specific content areas.

**EDTD 6263***Instructional Strategies: Integrated Curriculum  
in the Classroom (3-0-3)*

This course is designed to help teachers develop teaching/learning strategies, based on best practice as described in current research literature, to implement and integrate curriculum in their classrooms. Emphasis is placed upon helping teachers study existing curricula; they can then become more empowered to adapt strategies, choose materials, and design units that integrate subject areas across a non-textbook based, student-centered curriculum. Authentic assessment techniques that accompany such a curriculum are also included.

**EDTD 6264***Infusing Productive Thinking and Creative  
Problem Solving Across the Curriculum (3-0-3)*

The focus of the course, designed to prepare teachers to serve as change agents and instructional leaders, is on specific contemporary thinking skills model programs and creative problem solving. Participants are required to select and use appropriate educational strategies and classroom management techniques to better meet the developmental needs of students in their classrooms. Data collected from efforts in this course may serve as the basis for the Capstone course.

**EDTD 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. *Prerequisites: EDLR 6040 Tests and Measurement.*

**EDTD 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. *Prerequisites: EDLR 6040 Tests and Measurement, EDTD 6271.*

**EDTD 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. *Prerequisites: 6040 Tests and Measurement, EDTD 6271, EDTD 6272.*

**EDTD 6281** *Profiles, Process folios, Portfolios: Contemporary Approaches  
to Student Assessment and Evaluation (3-0-3)*

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 6291** *Classroom Management Techniques and Strategies (3-0-3)*

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.

**EDTD 6909** *Teacher Development Capstone Project/Seminar (3-0-3)*

Students will design and execute a research project that demonstrates their ability to synthesize and apply both theoretical and practical understandings developed throughout the program. Project will be completed under the direction of the student's graduate faculty advisor. *Prerequisites: successful completion of 30 semester hours of approved M.Ed. Program, permission of graduate faculty advisor.*

**EDTD 7160** *Curriculum Design & Program Assessment (3-0-3)*

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. Curriculum models will be analyzed in terms of these elements as well as current cognitive and developmental research, issues related to inclusion and student diversity, implications for instructional approaches and materials. 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 (3-0-3)*

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. *Prerequisites: Admission to the Ed.S. Program or permission of the instructor.*

**EDTD 7163** *Advanced Topics in Social Science Education (3-0-3)*

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. *Prerequisites: Admission to the Ed.S. Program or permission of the instructor.*

**EDTD 7164** *Advanced Topics in Science Education (3-0-3)*

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. *Prerequisites: Admission to the Ed.S. Program or permission of the instructor.*

**EDTD 7165** *Advanced Topics in Mathematics Education (3-0-3)*

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. *Prerequisites: Admission to the Ed.S. Program or permission of the instructor*

**EDTD 7210** *Issues and Trends in Middle Level Education (3-0-3)*

This course examines current issues and trends related to Middle Grades Education, including issues of school reform, implementing best practices based

on research in the field, assessment and accountability, teaming and Middle Grade structures, and collaborating with parents, and other members of the school community related to continuous improvement. The course is designed for the teacher leader engaging in or planning Middle Grades school improvement initiatives.

**EDTD 7221**

*Authentic Literacy Assessment (3-0-3)*

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 now to authentic assessment. Emphasis will be placed on how assessment can be reformed and still match instruction and yield valid, reliable data that hold practitioners accountable. Case studies of using authentic assessment at the school, district, and state levels will be reviewed.

**EDTD 7222**

*Engaging Students in Literacy: Motivating Learners to be Literate (3-0-3)*

Motivating students to read is a concern for many classroom teachers, and there is now some good research on how to approach this task. This course will concentrate on interpreting available research on motivation from the professional literature in many fields and engage students in how to implement these data through instructional approaches in the context of the classroom. 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, learning, administering, or counseling. Students will describe via written thesis format the results of their research. *Prerequisites: 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, learning, administering, or counseling. Students will describe via written thesis format the results of their research, and will orally defend the thesis. *Prerequisites: successful completion of EDTD 7909.*

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## **EDUC - Education Courses**

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**EDUC 2101**

*Introduction to the Historical and Philosophical Foundations of American Education (3-0-3)*

The course is designed to help the student analyze and examine the role of the professional educator, including ethical and effective practices; to study the social, historical, and philosophical perspectives in American Education along with the methods of inquiry used in the analysis of educational issues (Based on Outcomes stated in Area F of the Core). A field experience in a public school classroom is required.

**EDUC 2102** *Human Development and Learning Theory (3-0-3)*

The course is designed to provide the student with an understanding of the teaching process as it evolves from the study of human growth and development, learning and instruction. Also to provide the student with a discussion of the wide range of abilities and exceptionalities representative of students in schools and an introduction to teaching practices that are effective with these abilities (based on Outcomes stated in Area F of the Core).

**EDUC 2103** *Educational Technology (3-0-3)*

An examination and creative use and assessment of various computer platforms, specialty hardware, integrated software, presentation software, communication hardware and software and information systems which are directly related to effective teaching.

**EDUC 6020** *Foundations of Educational Leadership (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 Designs and Methodologies of Educational Research (3-0-3)*

The purpose of this course is to empower students to read, interpret, and evaluate research literature as a means of making sound decisions concerning the choices they make in their profession. Students will identify and interpret various types of research, such as historical, causal-comparative, ethnographic, correlational, quasi-experimental, and experimental research. Students will perform data analyzes, beginning with univariate settings, moving to bivariate settings, and concluding with multivariate settings. Data analysis protocols include between-subjects analyzes, within-subjects analyzes, with an introduction to mixed design analyzes. Correlation and regression techniques also will be examined. All learnings are grounded in the contexts of journal readings dealing with research on educational issues.

**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.

**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 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 analyzes. *Prerequisite: Admission to Graduate Program in 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. A person-to-person approach will be used moving from the microcosm of leadership relationship skills, to the macrocosm. Themes addressed include the change process, leadership, collaboration, and context issues.

**EDUC 7002***Education Specialist Seminar II (3-0-3)*

An organizational approach, through an overview development and principles, will be used to examine themes related to developing leadership/change agent skills. School as organization will be examined in relation to the context of school within the system, and broader political, cultural, social and economic contexts. Issues related to school funding, legal statutory requirements, regulations and achievement data will be examined. School will be examined as a political institution within various contexts and constraints which impact leaders in the school community. Themes examined will include the change process, leadership, collaboration, context and issues. This seminar is to be taken the second semester/fall of the Education Specialist program.

**EDUC 7003***Education Specialist Seminar III (3-0-3)*

Students will participate in a two-part internship experience. A "leadership in the field" simulation will allow students to engage in a simulation, over a period of days, where they will encounter experiences and challenges that education specialists may encounter in the field. The simulation experience will be processed with a "mentor leader" in the student's field of study. Students will work with their "mentor leader" in field experiences, as well as apply knowledge and skills gained within their own role and workplace. These experiences combined will allow students to further develop, directly apply and demonstrate their knowledge and skills related to leadership.

**EDUC 7021***Conducting Educational Research (3-0-3)*

The purpose of this course is to prepare students to plan and conduct empirical research in which sound research designs and comprehensive literature reviews are used. Students will identify research topics, review and interpret literature pertaining to these topics, and formulate designs for conducting further research on these topics. Meta-analytic procedures will be investigated as means of synthesizing research literature. Procedures for data analysis via the use of computer statistical software will be utilized. A research proposal approved by the instructor and the academic advisor will be the culminating project for the course.

**MUST BE TAKEN CONCURRENTLY WITH PROGRAM THESIS I COURSE.**

*Prerequisites: Admission to the Ed.S. program and satisfactory completion of EDUC 6021 or equivalent.*



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## ENGL - English Courses

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### ENGL 0090

*Developmental English ESL I (3-0-3)*

This course is designed for the non-native speaker of English. Emphasis is placed on the writing and reading processes at the sentence and paragraph levels. In addition, the course includes supervised multi-media activities geared towards the individual students' linguistic needs. (Credit for this course is not applicable to degree programs and is not transferable to other institutions.) *Prerequisite: TOEFL Score of 500-549*

### ENGL 0091

*Developmental English ESL II (3-0-3)*

This course is designed for the non-native speaker of English. Emphasis is placed on the writing and reading processes at the essay level. In addition, the course includes supervised multi-media activities geared towards the individual students' linguistic needs. (Credit for this course is not applicable to degree programs and is not transferable to other institutions.) *Prerequisite: ENGL 0090 or TOEFL Score of 550-599.*

### ENGL 0097

*Developmental English I (3-0-3)*

This course gives students instruction and practice in writing sentences, composing paragraphs, and editing their compositions. The course includes intensive writing practice, analyses of sample compositions, and group and individually assigned homework. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite: English CPE Score of 62-71.*

### ENGL 0099

*Developmental English II (3-0-3)*

This course gives students instruction and practice in writing and editing essays. The course includes intensive writing practice, analyses of sample compositions, and group and individually assigned homework. Credit for this course is not applicable to degree programs and is not transferable to other institutions. *Prerequisite: ENGL 0097 or English CPE Score of 72-77.*

### ENGL 0510

*Critical Reading (3-0-3)*

Designed as remediation for the reading portion of the Regents' Testing Program, this course provides instruction in analyzing expository, argumentative, and narrative writing. The course endeavors to enrich students' vocabulary, to increase their reading speed, and to improve their comprehension skills, including strengthening their ability to understand figurative language and to make sound inferences. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

### ENGL 0520

*Expository Writing (3-0-3)*

Designed as remediation for the writing portion of the Regents' Testing Program, this course provides instruction in extemporaneous composing of expository and argumentative essays. The course emphasizes organization, development, and coherence. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

**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 (1) students whose teachers recommended additional preparation; (2) students who have made a C in English 1101 and/or 1102 on their first try; (3) students who have been out of school for a number of years. Strongly recommended for (1) students who have transferred English 1101 credits to ASU; (2) all non-native English speakers; (3) 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 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: Satisfactory completion of English 1113/Eligibility for honors English/Invitation of the Department.*

**ENGL 2110***Creative Writing (3-0-3)*

Study and application of the techniques of writing fiction, poetry, and drama. *Prerequisites: ENGL 1101-1102 or ENGL 1113-1114 with a grade of C or better.*

**ENGL 2250***Introduction to Literary Studies (3-0-3)*

Close reading of selected literary texts integrated with a survey of major critical approaches to literature, standard bibliographical tools, important literary terms, and conventions of scholarly writing in the discipline. *Prerequisites: ENGL 1101-1102 or 1113 -1114 and HUMN 2001 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. *Prerequisites: 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 Malory. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3003** *English Literature from the Restoration to the Romantics (3-0-3)*

A survey of English literature from the Restoration to 1830. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3004** *English Literature of the Victorian and Modern Periods (3-0-3)*

A survey of English literature from 1830 to 1945. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3110***African-American Literature (3-0-3)*

A survey of African-American literature from the early slave narratives to the present. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3221***Literature in Performance 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3222***Literature in Performance 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

**ENGL 3600***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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3620***Dramatic Writing (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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3681***Advanced Writing (3-0-3)*

Practice in various types of writing appropriate to the academic and career interests of the student. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 3820***Teaching High School English (3-0-3)*

A consideration of the problems involved in teaching language, literature, grammar, and composition at the high school level. (This course does not count in the English minor or in the Literature, Creative Writing, or Professional Writing Tracks of the English major). *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites:* 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. *Prerequisites:* 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). *Prerequisites:* ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.

**ENGL 4220** *Modern Drama (3-0-3)*

A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.

**ENGL 4310** *Studies in Feminism (3-0-3)*

A course which uses feminist scholarship to analyze selected texts and topics. *Prerequisites:* 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. *Prerequisites:* 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 or of literature and

literary traditions that grow out of the Middle Ages. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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). *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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). *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250; ENGL 4601.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250.*

**ENGL 4900** *Cullum Lecture Series (V-0-V)*

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known



scholars with expertise in the topic, will attend films and/or panel discussions, will participate in class discussions, and will prepare a student project. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* ENGL 1101-1102 or 1113-1114; HUMN 2001-2002; ENGL 2250, and permission of the instructor.

**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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites: 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 Malory. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: Admission to the graduate program and permission of the instructor.*

**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). *Prerequisites: 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). *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: Admission to the graduate program and permission of the instructor.*

**ENGL 6625***Contemporary English Grammar and Usage (3-0-3)*

Modern grammar and usage. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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.*

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## **ESCI - Education and Sports Science Courses**

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**ESCI 3210***Motor Behavior (3-0-3)*

This course focuses on the growth and development of individuals throughout the lifespan, with particular attention to motor development. The theory and application of motor skill development and the behavioral characteristics of participants in motor activities will be discussed. Topics include, growth and motor development, performance and skill, attentional factors, motivational factors, stress, and perceptual motor learning. *Prerequisite: Successful completion of Area F.*

**ESCI 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. An evaluation of posture and body mechanics of daily life skills which are used by both typical and atypical populations. *Prerequisites: BIO 2111 and BIOL 2112 with a grade of at least "C".*

**ESCI 3300***Practicum in Exercise & 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.

**ESCI 3310***Behavioral Fitness (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. In the process, wellness is contrasted with health-risk reduction. The main topics analyze methods to improve the health and quality of life of Americans by promoting moderate amounts of physical activity.

**ESCI 3320***Fitness and Wellness Programming (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. Topics include, cardiorespiratory fitness, flexibility, muscular strength and endurance, weight management, exercise prescription, and fitness assessment.

**ESCI 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. Practical application will be stressed through discussions of clinical exercise physiology, exercise prescription, environmental exercise physiology, exercise and disease, special populations, biological adaptation, and the biology of peak performance. Concepts will be reinforced through laboratory exercises. *Prerequisites: BIOL 2111 and BIOL 2112 with a grade of at least "C".*

**ESCI 4300***Internship in Exercise and Sport Science (12-0-12)*

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 provide the opportunity for further development of professional competence which support and enhance classroom knowledge. This internship should be taken concurrently with ESCI 4330, Seminar in Exercise and Sport Science, during the last quarter of enrollment in the program. Students will be placed in practical community settings based upon their future goals and availability. Examples of placements include: community recreation departments, department wellness program, corporate fitness facilities, YMCA, YWCA, hospitals, and commercial fitness facilities. *Prerequisites: ESCI 3320, ESCI 3300. Co-requisite: ESCI 4330.*

**ESCI 4320***Adult Fitness and Rehabilitation (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 injuries and work-related injuries will be discussed. Concepts will be reinforced through laboratory experiences.

**ESCI 4330***Seminar in Exercise and Sport Science (3-0-3)*

The purpose of this course is to provide the student the opportunity to discuss practical problems, innovative problem solving, and other topics that arise during the internship. Topics will include organization and administration of programs, program development and evaluation, and marketing of promotions. The seminar will provide the opportunity for further development of professional qualifications. This seminar should be taken concurrently with ESCI 4300, Internship in Exercise and Sport Science, during the last quarter of enrollment in the program. *Prerequisites: ESCI 3320, ESCI 3300. Co-requisite: ESCI 4300.*

**ESCI 4340***Measurement and Evaluation in Kinesiology and Health Science (2-0-2)*

This course teaches how to collect, organize and analyze numerical data to find meaningful solutions to problems. Of special interest is an understanding of how to measure knowledge, physical performance, and affective behavior in the proper way. *Prerequisites: Successful completion of Block I courses. Co-requisites: HSCI 4341, KINS 4342.*

**ESCI 5300***Internship in Kinesiotherapy I (0-var-var)*

The course provides clinical training in kinesiotherapy at the Augusta VA Medical Center. This course includes clinical training in administrative procedures, medical

terminology, review of anatomy/physiology/kinesiology, safety and precautionary measures, therapeutic exercise, tests and measurements, deconditioning, arthritis, low back pain, spinal cord injury, psychiatric disorders/substance abuse, cardiology, visual impairments, wheelchair prescription, therapeutic aquatics, hospital-based home care and driver training for the disabled. *Prerequisites: Permission of the instructor.*

**ESCI 5301** *Internship in Kinesiotherapy II (0-var-var)*

The course provides clinical training in kinesiotherapy at the Columbia VA Medical Center. This course includes clinical training in exercise modalities in the therapeutic clinic, ambulatory aids/devices, adapted equipment, locomotion and gait analysis, respiratory disorders, neurology, orthopaedics, amputees and prosthetics, orthotics, diabetes/peripheral vascular disease, and gerontology. *Prerequisites: Permission of the instructor.*

**ESCI 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. The course will help the student analyze different methods to promote physical activity.

**ESCI 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.

**ESCI 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.

**ESCI 6350** *Selected Topics (var)*

The content of this course is intended to meet the needs and interests of graduate students in selected areas of Exercise Science. Prerequisite: Permission of the Instructor.

**ESCI 6400** *Internship in Exercise and Sport Science (3-0-3)*

The internship program is designed to provide the student an opportunity to observe and practice basic skills of health/fitness professionals. The internship will provide opportunities to develop competence in skills that were introduced in the classroom. Students will be placed in practical community settings based upon their future goals and availability of placements. Examples of placements include: community recreation departments, department wellness programs, corporate fitness facilities, YMCA, YWCA, hospitals, and commercial fitness facilities.

**ESCI 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.

**ESCI 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; factors that affect development; physical changes across the lifespan; movement across the lifespan; assessing motor development; and implementing a program.

**ESCI 6413**

*Advanced Measurement and Evaluation (3-0-3)*

This course will enhance the understanding of the appreciation of the need for; and, the application of measurement and evaluation techniques in research.

**ESCI 6441**

*Applied Research Planning (3-0-3)*

This is the first of a two-course sequence that introduces students to planning an applied research project. Topics include: a review of the nature and purpose of research; the research problem; developing a research proposal (i.e., a comprehensive introduction, review of literature, and methodology); hypotheses; variables; data collection methods and techniques; selection of research subjects; conducting the research; writing research results; and preparing a manuscript.

*Prerequisites: KINS 6241, KINS 6242.*

**ESCI 6442**

*Applied Research Project (3-0-3)*

This course is designed to allow the student to conduct an applied research project under the direct supervision of a faculty member. After conducting the study, the student will prepare a written research report in the form of a manuscript which will be submitted for publication and presentation. *Prerequisites: ESCI 6441.*

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## **FINC - Finance Courses**

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**FINC1410**

*Personal Finance (3-0-3)*

Assists individuals in answering questions that arise in the process of managing their financial affairs. It provides a look at budgeting, allocation of income, the use of credit, the role of insurance, and the purchase of real estate. Not to be used to fulfill major requirements for business. *Prerequisite: None.*

**FINC 3400**

*Corporate Finance (3-0-3)*

This course deals with the fundamental tools of financial management: namely, the time value of money, risk and return measurement, determination of cash flow, pro-forma statements, and ratio analysis. These tools, in conjunction with basic financial theory and concepts, are used to study the financial problems facing the firm and how these problems are solved. *Prerequisite: ECON 2106 and 2105, ACCT 2102 (all with grades of C or better), and 50 semester hours.*

**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: 60 semester hours or permission of the instructor.*

**FINC 3420** *Real Estate (3-0-3)*

A fundamental coverage of real property ownership, mortgage financing, valuation, and legislation pertaining to real estate. Course provides basic information for the student preparing for a career in real estate, or for the consumer learning how to select, finance and maintain real property either for a home or for investment purposes. *Prerequisite: 60 semester hours or permission of the instructor.*

**FINC 4410** *Advanced Corporate Finance (3-0-3)*

This course deals with the allocation of resources to both short term and long term assets. Measuring the cost of capital, determining the appropriate capital structure, dividend policy, and valuation are addressed. The course is taught using the case method, which enable the student to apply knowledge in a decision-oriented framework. *Prerequisite: FINC 3400 with a grade of C or better.*

**FINC 4420** *Financial Markets & Institutions (3-0-3)*

Evaluation of current monetary theory and policy; state and federal regulation; flow of funds analysis in the financial system; operating characteristics and structure of the financial services institutions and the markets in which they operate; the changing role of these institutions. *Prerequisite: FINC 3400 with a grade of C or better.*

**FINC 4421** *Investments and Market Analysis (3-0-3)*

Institutional analysis of the markets for securities, the methods of investment analysis, and their application in fundamental and technical analysis, of individual companies, industries, and the stock market, and specific markets in stocks, options, commodities, and futures. *Prerequisite: FINC 3400 with a grade of C or better.*

**FINC 4422** *Portfolio Theory and Management (3-0-3)*

A study of modern portfolio theory and its application with emphasis on the selection and management of bond and common stock portfolios. *Prerequisites: FINC 3400 and FINC 4421 with grades of C or better.*

**FINC 4490** *Selected Topics in Finance (3-0-3)*

A seminar and/or directed study of a major issue, practice, or problem in finance. *Prerequisite: Permission of advisor to use in the major area and senior standing.*

**FINC 6400** *Managerial Finance (3-0-3)*

This course is designed to give the student the basic knowledge concerning the financial function of modern organizations. Cases will be used to enable the student to apply the basic knowledge. *Prerequisites: Graduate (MBA) student status, FINC 3400 or equivalent.*



**FINC 6490***Current Issues in Finance (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites: Graduate (MBA) student status and FINC 3400 or equivalent.*

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## **FREN - French Courses**

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**FREN 1001***Elementary French (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. May not be taken for credit by students who have had one or more units of French in high school.

**FREN 1002***Elementary French (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. Regular credit will not be given to students who have had French in high school. *Prerequisites: FREN 1001 or placement.*

**FREN 2001***Intermediate French (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. *Prerequisites: FREN 1002 or placement.*

**FREN 2002***Intermediate French (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.

**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. *Prerequisites: FREN 2002 or equivalent.*

**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. *Prerequisites: FREN 2002 or equivalent.*

**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. *Prerequisites: FREN 2002 or equivalent.*

**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. *Prerequisites: FREN 2002 or equivalent.*

**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 e-mail messages, letters, creative writing, imitation of stylistic models. Course includes advanced grammar and stylistics. *Prerequisites: FREN 2002 or equivalent.*

**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. *Prerequisites: FREN 2002 or equivalent.*

**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. *Prerequisites: FREN 2002 or equivalent.*

**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. *Prerequisites: FREN 2002 or equivalent.*

**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.

**FREN 4300***Advanced Written Expression in French (3-0-3)*

Prerequisites: FREN 2002 or equivalent 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 e-mail messages, letters, creative writing, imitation of stylistic models. Course includes advanced grammar and stylistics. Advanced stylistics will be stressed.

**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, recorded on videotape. *Prerequisites: FREN 3510 or equivalent.*

**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, recorded on videotape. *Prerequisites: FREN 3510 or equivalent.*

**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. *Prerequisites: FREN 3510 or equivalent.*

**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. *Prerequisites: FREN 3510 or equivalent.*

**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 no more than one course in translation for major credit. *Prerequisites: ENGL 1001-1002 or 1113-1114; and HUMN 2001-2002.*

**FREN 4801***Methods and Materials for Teaching Foreign Language in the Elementary School (3-0-3)*

Methods and Materials for teaching and testing foreign language listening, speaking, reading, writing, and cultural activities appropriate for elementary and middle school learners. *Prerequisites: Senior status or permission of the instructor.*

**FREN 4802***Methods and Materials for Teaching Foreign Language in the Secondary School (3-0-3)*

Methods and Materials for teaching and testing foreign language listening, speaking, reading, writing, and cultural activities appropriate for secondary school learners. *Prerequisites: Senior status or permission of the instructor.*

**FREN 4900***Cullum Series (3-0-3)*

A variable-content course which has been identified by the American Association of State colleges and universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring semester, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the semester's topic. *Prerequisites: FREN 2002 or equivalent.*

**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: FREN 2002.*

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## **GEOG - Geography Course**

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**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.

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## **GEOL - Geology Courses**

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**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. *Prerequisites: None*

**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. *Prerequisites: GEOL 1121 or permission of the instructor.*

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## **GRMN - German Courses**

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**GRMN 1001***Elementary German (3-V-3)*

Fundamentals of listening, speaking, reading, and writing German in a proficiency-based classroom. Introduction to German-speaking cultures. Designed for students who have not studied German. May not be taken for credit by students who have had one or more units of German in high school.

**GRMN 1002***Elementary German (3-V-3)*

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. Regular credit will not be given to students who have had German in high school. *Prerequisites: GRMN 1001 or placement.*

**GRMN 2001***Intermediate German (3-V-3)*

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. *Prerequisite: GRMN 1002 or placement.*

**GRMN 2002***Intermediate German (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 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. *Prerequisites: GRMN 2001 or placement.*

**GRMN 3100***German Conversation (3-0-3)*

An intensive course designed to teach students how to communicate orally in German in everyday, practical, and travel-related situations. May not be taken by native speakers of German. *Prerequisites: GRMN 2001-2002.*

**GRMN 3220***German Culture (3-0-3)*

A course designed to introduce the student to the works of major writers in German philosophy, history, psychology, religion, and science. *Prerequisites: GRMN 2001-2002.*

**GRMN 3300***Advanced German Grammar (3-0-3)*

A course whose purpose is to teach the student the finer points of German grammar. *Prerequisites: GRMN 2001-2002.*

**GRMN 3510***Survey of German Literature (3-0-3)*

A course designed to acquaint the student with a general survey of German literature, from the Old High German period up to the present. *Prerequisites: GRMN 2001-2002.*

**GRMN 3520***German Poetry (3-0-3)*

A course whose purpose is to introduce the student to a wide range of readings from German poetry. *Prerequisites: GRMN 2001-2002.*

**GRMN 4950***Selected Topics (3-0-3)*

A variable-content course, intended to meet the interests of students minoring or majoring in German and desiring to make an intensive study of some special area of German language or literature. May be repeated for credit. *Prerequisites: GRMN 2001-2002.*

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## HIST - History Courses

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### 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 world history, such as conflict, socioeconomic development, cultural interaction, or cultural and intellectual trends. Period covered will be either pre- or post-1500. Course requirements will vary depending on whether the 1- or 2-credit hour version offered. Designed primarily for transfer students needing to complete their 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 including America before colonization, colonial foundations, the American Revolution, the founding of the government of the United States, and the development of nationalism, sectionalism, and democracy through the period of the Civil War and Reconstruction. A satisfactory grade will exempt a student from the requirement of passing an examination on the history of the United States and the history of Georgia in order to graduate.

### 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 (4-0-5)*

A study of the methods of historical research and analysis as well as the generally accepted usages in historical composition and citation. *Prerequisites: 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: 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: Junior or Senior standing or permission of instructor.*

**HIST 3271/5271** *History and Culture of India (3-0-3)*  
Examines the evolution of the ancient, rich, and complex historical and cultural fabric of the Indian subcontinent. Topics include Indian culture and history from the period of the Indus Valley Civilization to modern times and India's varied heritage: religions, philosophy, caste, art, architecture, and social structure. *Prerequisite: 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: 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: 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: HIST 1112 or permission of instructor.*

**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: Junior or Senior standing or permission of instructor.*

**HIST 3411/5411** *Indians of North America (3-0-3)*  
Examines the origins and cultures of the native peoples of North America. Acquaints students with American Indians as they were before and after contact with Europeans and traces the impact of the Euro-American expansion on the native societies of North America. *Prerequisite: 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 3461/5461***History of American Women (3-0-3)*

A general study of the history and experiences of women in America from the colonial period to the present. *Prerequisite: HIST 2111 or HIST 2112 or permission of instructor.*

**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: 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: 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: 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: 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: 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. *Prerequisite: 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: Junior or Senior standing 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: 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: 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: 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: Junior or Senior standing or permission of instructor.*

**HIST 4311/6311***Ancient Greece (3-0-3)*

Political, economic, social, and cultural study of Greece through the time of Alexander the Great including the effects of Greek culture on the past and present. *Prerequisite: HIST 1111 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: 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: 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: 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: 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: Junior or Senior standing or permission of instructor.*

**HIST 4401/6401***Colonial and Revolutionary America (3-0-3)*

An in-depth study of the colonization of North America including international

rivalries; the interaction of native peoples and colonizing Europeans; the political, economic, social, and cultural growth of the colonies; the relationship between England and the English colonies; and the American Revolution. *Prerequisite: 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: 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: 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: 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: HIST 2112 or permission of instructor.*

**HIST 4451/6451** *American Diplomatic History, 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: 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: 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: 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 creation of the West; and the role of the West in shaping the identity and image of the United States. *Prerequisite: HIST 2111 or HIST 2112 or permission of instructor.*

**HIST 4901/6901***Cullum Lecture Series (V, 1-3)*

A variable-content course in which students hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring semester, view films, attend panel discussions, participate in class discussions, and prepare a project relevant to the semester's topic. *Prerequisite: Junior or Senior standing or permission of instructor.*

**HIST 4951/6951***Selected Topics (V)*

Content of the course varies. *Prerequisite: Junior or Senior standing or permission of instructor.*

**HIST 4961***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. Scheduled by arrangement. *Prerequisite: Permission of department chair.*

**HIST 4991***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: Senior standing.*

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## HONR - Honors Courses

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**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: Admission to ASU Honors Program.*

**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. *Prerequisites: 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: 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. *Prerequisites: 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 (1) a description of the proposed honors project: its purpose, its extent, and its expected outcome; (2) an assessment of materials needed and available for the proposed project; (3) a calendar for work on the proposed thesis; and, (4) 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. *Prerequisites: 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: 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: Senior status, admission to the ASU Honors program, and completion of majority of course work.*

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## HSCI - Health Science Courses

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- HSCI 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.
- HSCI 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.
- HSCI 3410** *Community Development and Health Science (3-0-3)*  
This course is designed to expose the student to community health science and education in terms of, the intercourse between community organization, public health, and academia; the impact of health status on the community, national health care delivery, health service organizations; and the planning/evaluation process. This mission will express the importance, inter-dimensionally, and interrelationship between community development and school-based health prevention/promotion/ intervention efforts and the level of health exhibited within a communal entity. *Prerequisites: Successful completion of Area F.*
- HSCI 3440** *Introduction to Health Science Education (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. *Prerequisites: HSCI 3410. Co-requisites: KINS 3241, KINS 3342, KINS 3343, (Block 1).*
- HSCI 4300** *Internship in Health Science (9-0-9)*  
This experience is designed to offer the student a practical and experiential exposure to the multifaceted field of health science. *Prerequisites: Permission of the instructor.*
- HSCI 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.
- HSCI 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.
- HSCI 4313** *Introduction to Health Care Delivery (3-0-3)*  
This course is designed to assist the participant in gaining a better understanding of contemporary health care delivery in the United States through an exploration of standard delivery policy, health care economics, and comparative analyses of the medical-industrial complex present in the U.S. and other industrial nations. *Prerequisites: ECON 1810.*

**HSCI 4330***Seminar on Contemporary Health Issues (3-0-3)*

The purpose of the course is to offer the student an in-depth exploration of a health science topic which, during the offering of the course, is under great discussion and consideration by the professional community. Topics may differ between semesters.

**HSCI 4341***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. *Prerequisites: Successful completion of Block I courses. Co-requisites: KINS 4340, KINS 4342.*

**HSCI 6335***Health Policy and Administration (3-0-3)*

The purpose of this course is to offer the student the opportunity to gain a deeper understanding of public health and legislation and incorporate this understanding in the development of health care programming, delivery, policy construction, and critical interpretation.

**HSCI 6336***Cultural/Sociological Components of Health Science (3-0-3)*

This class is designed to introduce the class participant to national and international issues of health/wellness and disease/illness from both the anthropological and sociological perspectives.

**HSCI 6337***National and International Health (3-0-3)*

This course is designed to offer the graduate student a critical and in-depth exploration of national and international levels of morbidity and mortality with emphasis on statistics, etiology, and prevention.

**HSCI 6338***Philosophy and Theory in the Health Sciences (3-0-3)*

The purpose of this class is to offer the participant an opportunity to explore the underlying philosophical and theoretical constructs which guide the discipline of health science in an effort to enhance the student's ability to plan, implement, and evaluate health care programming founded on acceptable scientific and educational ideology.

**HSCI 6339***Trends and Issues in the Health Sciences (3-0-3)*

The purpose of the course is to offer the graduate student an in-depth exploration of a health science topic which, during the offering of the course, is under great discussion and contemplation within the professional community. Topics may differ between semesters.

**HSCI 6350***Selected Topics (Var)*

The content of this course is intended to meet the needs and interests of graduate students in selected areas of Health Science. *Prerequisite: Permission of the instructor.*

**HSCI 6400***Internship (3-0-3)*

This experience is designed to offer the graduate student a pragmatic and experiential exposure to the field of health science. The professor must be consulted one semester prior to student enrollment.

**HSCI 6430***Advanced Health and Wellness (3-0-3)*

The purpose of this course is to offer the graduate student an in-depth survey of health science which transcends introductory, undergraduate exposures. Six basic content areas will be reviewed: Physical, mental, social, spiritual, emotional, and environmental health. In addition, students will be given the opportunity to explore issues relevant to the health science profession, health care economics, emerging diseases, health-specific Internet resources, national health science organizations, and future direction of the discipline.

**HSCI 6441***Epidemiology/Biostatistics (3-0-3)*

This course is designed to assist the student in understanding scientific models designed to elucidate the distribution, determinants, and etiology of human diseases and the statistical tools used to appropriately assess morbidity and mortality in both an international and national setting.

**HSCI 6442***Applied Research Project (3-0-3)*

This course is designed to allow the student to conduct an applied research project under the direct supervision of a faculty member. After conducting the student, the student will prepare a written research report in the form of a manuscript which will be submitted for publication and presentation. *Prerequisites: HSCI 6441.*

**HSCI 7431***Qualitative and Quantitative Methods of Evaluation (3-0-3)*

The purpose of this class is to expose the graduate student to qualitative and quantitative methods of program and classroom evaluation as tools in the professional, efficient, and systematic assessment of health and physical education initiatives, goals, and programming.

**HSCI 7432***Qualitative Research Methods (3-0-3)*

The purpose of this course is to offer the student theoretical and practical exploration of qualitative research methods in an effort to foster his/her ability to utilize these emplacements in the conceptualization, design, analysis, and communication of qualitatively appropriate public health data.

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## HUMN - Humanities Courses

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**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, Africa, and the early Americas; 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. *Prerequisites: 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, Africa, and the Americas; 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. *Prerequisites: English 1101-1102 or English 1113-1114, and HUMN 2001.*

**HUMN 4010** *Postmodernism and Beyond (3-0-3)*  
An interdisciplinary study of Postmodernism-its theory and its manifestations in literature, art and music. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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). *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002.*

**HUMN 4801** *Study Abroad in Art and Culture I (3-V-3)*  
This course reviews the history of art from the Greeks and the Etruscans through the present. A systematic on-site study of art works in museums, collections, churches, and sites in various foreign cities. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002 or permission of the instructor.*

**HUMN 4802** *Study Abroad in Art and Culture II (6-V-6)*  
This course reviews the history of art from the Greeks and the Etruscans through the present. A systematic on-site study of art works in museums, collections, churches, and sites in various foreign cities. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002, or permission of the instructor.*

**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. *Prerequisites: ENGL 1101-1102 or 1113-1114; HUMN 2001-2002, or permission of the instructor.*



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## KINS - Kinesiology Courses

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### **KINS 2100**

*Seminar on Electronic Portfolio Development (1-0-1)*

Students will be introduced to various technologies that will allow them to develop an electronic portfolio. The value of this process will be analyzed from the contexts of teaching, decision-making, assessment, and reflection. Students will address the areas of personal growth, professional direction, commitment, service activities, scholarly endeavors, creativity, ability to integrate theoretical constructs, artistic ability, psychomotor ability, and technological awareness. *Co-requisite: EDUC 2103.*

### **KINS 2350**

*Health and Physical Education  
at the Early Childhood Level (3-0-3)*

This course presents the prospective teacher with a guide for teacher training in health and physical education at the early childhood level. In addition, this course may be used as the basis for a directive for implementing a sound program.

### **KINS 3241**

*Adapted Physical Education (3-0-3)*

This course will outline the philosophy and objectives in providing individualized physical education instruction for all students. Topics include screening and assessment of students, appropriate planning, and instruction. Discussion on the historical and philosophical bases for adapted physical education and the impact of federal and state legislation will be discussed. An overview of disabilities/disorders/conditions that are frequently seen in the public schools will be presented. This course includes a practicum in the public schools and a community-based program. This course is part of a block of courses that must be taken concurrently. *Prerequisites: ESCI 3210, KINS 3321. Co-requisite: HSCI 3440, KINS 3342, KINS 3343.*

### **KINS 3301**

*Content/Teaching Lab 1: Movement I (1-0-1)*

This introductory movement course is the first in a series of content/teaching labs that provide the student with opportunities to understand the significance of human movement, the various qualities associated with movement, and the different types/classifications of movement.

### **KINS 3302**

*Content/Teaching Lab 2: Movement II (1-0-1)*

This course offers the student content materials, performance development, and instructional strategy for dance education, fundamental rhythms, and educational games. The focus is on the student's ability to demonstrate and perform basic skills, develop and design unit outline and lesson plans, and demonstrate knowledge of teaching the subject matter. *Prerequisite or corequisite: KINS 3301.*

### **KINS 3303**

*Content/Teaching Lab 3: Movement III (1-0-1)*

This course offers the student content, performance development and instructional strategies for stunts and tumbling, gymnastics (apparatus/floor exercise), and educational gymnastics. The focus is on enhancing the student's ability to demonstrate and perform basis skills, develop and design the unit outline and lesson plans, and demonstrate knowledge of teaching the subject matter. *Prerequisite or corequisite: KINS 3301.*

**KINS 3304***Content/Teaching Lab 4: Team Sports I (1-0-1)*

The intent of this course is to develop the pre-service physical education teacher's sport skill competencies, content knowledge, and pedagogic techniques for specific team sports. This course emphasizes concepts related to the development of motor skills. The team sports are flag football, softball, and soccer.

**KINS 3305***Content/Teaching Lab 5: Team Sports II (1-0-1)*

The intent of this course is to develop the pre-service physical educator teacher's sport skill competencies, content knowledge, and pedagogic techniques for specific team sports. This course emphasizes concepts related to the development of motor skills in the following team sports: volleyball and basketball.

**KINS 3306***Content/Teaching Lab 6: Individual/Dual Activities I (1-0-1)*

The intent of this course is to develop the pre-service physical education student content knowledge and pedagogic techniques for specific individual/dual activities. This course emphasizes concepts related to the development of motor skills in golf and tennis.

**KINS 3307***Content/Teaching Lab 7: Individual/Dual Activities II (1-0-1)*

The intent of this course is to develop the pre-service physical education teacher's sport skill competencies, content knowledge, and pedagogic techniques for specific individual/dual activities. This course emphasizes concepts related to the development of motor skills in badminton and track and field.

**KINS 3308***Content/Teaching Lab 8: Aquatics and Outdoor Education (1-0-1)*

This class is designed to teach more advanced skills levels by focusing on playing strategies, safety considerations, terminology in the areas of aquatics (swimming, aquatic games, water safety) and outdoor education (backpacking, hiking, orienteering, camping, canoeing, and challenge activities.)

**KINS 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 prospective teacher in developing teaching skills to promote an effective learning environment for the teaching of health and physical education to children. Various teaching styles and skills necessary to develop and maintain an effective learning environment will be analyzed. *Prerequisites: KINS 3301-3308 and successful completion of Area F.*

**KINS 3342***Instructional Technology in Kinesiology (2-0-2)*

This course will be a natural continuance of EDUC 2103. This course focuses on the art and science of using technology in the learning process. Various software programs will be reviewed. Topics include the use of graphics, audio, video conferencing, Web-based learning, distance-learning, and designing instruction. Students will demonstrate the utilization of technology in a practicum setting in the public schools. This course is part of a block of courses that must be taken concurrently. *Prerequisites: ESCI 3210, KINS 3321. Co-requisites: HSCI 3440, KINS 3343, KINS 3341 (Block 1).*

**KINS 3343***Physical Education and Health for  
Early Childhood Education (3-0-3)*

The purpose of this course is to enable the pre-service teacher to create a variety of learning opportunities for students that will be developmentally appropriate for children. Developmentally appropriate refers to the design and selection of games and skill practice in such a manner that children acquire a foundation of movement skills. The movement skills learned in developmentally appropriate physical education classes will prepare children to participate successfully in a broad variety of games and sports. The successful acquisition of movement/game skills by children will provide attractive leisure-time alternatives for them throughout their lives. *Prerequisites: KINS 3321.* Co-requisites: HSCI 3440, KINS 3241, KINS 3342, Block 1.

**KINS 4300***Student Teaching (15-0-15)*

The purpose of the student teaching experience is to develop the essential professional knowledge and skills of students who wish to enter the profession of teaching health and physical education. The student teacher will work directly with a supervising teacher for a fifteen week period. The student will also be guided by a designated faculty member of the Department of Kinesiology and Health Science. The supervising teacher and teacher educator will work together to insure that the student teacher has the opportunity to practice teaching skills associated with teaching health and physical education. Students will be required to attend a seminar during student teaching. *Prerequisites: Completion of all required Health and Physical Education Teacher Education Certification Courses.*

**KINS 4330***History and Philosophy of Kinesiology (3-0-3)*

This course should be taken during the semester before student teaching. A brief survey of the history of kinesiology will be presented with emphasis on the implications for modern kinesiology and sport. Topics include epistemology, axiology, metaphysics, rationalism, empiricism, pragmatism, narrativism, and subjectivism. Critical thinking skills, problem solving skills, and ethical decision making will be stressed. *Prerequisites: Senior Status.*

**KINS 4342***Physical Education for Middle and  
Secondary School Students (3-0-3)*

Students will learn about developmentally appropriate physical education for youth in middle and high school (grades 7-12). This course is designed to provide the physical education major with the ability to plan and implement an effective middle school and high school physical education program. Effective instructional programs require a balance of effective instruction and curriculum. Curriculum and instruction will be a primary emphasis of this course. *Prerequisites: Successful completion of Block I courses.* Co-requisites: HSCI 4341, KINS 4340.

**KINS 6220***Advanced Technology Applications in  
Kinesiology & Health Science (3-0-3)*

This course is designed to briefly review basic competencies in computer applications. Students will be introduced to technology, the art of utilizing technology in the learning process. Students will also be given the opportunity to design instruction.

**KINS 6230***Introduction to Graduate Study in  
Kinesiology & Health Science (3-0-3)*

This course is designed to introduce the student to the expectations of graduate study. Students will be presented with overviews of the various sub disciplines within kinesiology and health science. Topics will include: scholarly writing, basic literature analysis, library skills, computer skills, APA publication format, and professionalism.

**KINS 6241***Fundamentals of Research in  
Kinesiology and Health Science I (3-0-3)*

This is the first of a two-course sequence that introduces students to research in the disciplines of kinesiology and health science. Topics include: literature reviews, types of research (e.g., historical, philosophic inquiry, descriptive, meta-analysis, experimental, and qualitative), scholarly writing, basics of experimental design, and statistical concepts. Prerequisites: KINS 6220, KINS 6230.

**KINS 6242***Fundamentals of Research in  
Kinesiology and Health Science II (3-0-3)*

This is the second of a two-course sequence that introduces students to research in the disciplines of kinesiology and health science. Students will become acquainted with factorial and within-subjects designs; statistical concepts, including relationships among variables, differences among groups, multivariate techniques, and nonparametric techniques. Prerequisites: KINS 6241.

**KINS 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. In addition, the student will be oriented with facilities planning and care, budget and finance, public relations, office management, evaluation, and legal liability.

**KINS 6332***Legal Issues in Physical Education and Athletics (3-0-3)*

This course is designed to explore the legal parameters of the law in the performance of daily duties in instruction. Special emphasis is on liability and negligence.

**KINS 6333***Curriculum 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. The course places emphasis on organizing and carrying out activities for curriculum improvement in schools and school districts of various sizes and seeks to prepare class members for leadership responsibilities in curriculum improvement.

**KINS 6334***Instructional Strategies (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. This course will provide a framework for becoming a professional physical education teacher.

**KINS 6350**

*Selected Topics (var)*

The content of this course is intended to meet the needs and interests of graduate students in selected areas of Kinesiology. Prerequisite: Permission of the Instructor.

**KINS 6441**

*Applied Research Planning (3-0-3)*

This is the first of a two-course sequence that introduces students to planning an applied research project. Topics include: a review of the nature and purpose of research; the research problem; developing a research proposal (i.e., a comprehensive introduction, review of literature and methodology); hypotheses; variables; data collection methods and techniques, selection of research subject; conducting the research; writing research results; and preparing a manuscript. Prerequisites: KINS 6241, KINS 6242.

**KINS 6442**

*Applied Research Project (3-0-3)*

This course is designed to allow the student to conduct an applied research project under the direct supervision of a faculty member. After conducting the study, the student will prepare a written research report in the form of a manuscript which will be submitted for publication and presentation. Prerequisites: KINS 6441.

**KINS 7330**

*Issues and Trends in Pedagogical Research (3-0-3)*

This course will explore issues and trends currently guiding research in curriculum and instruction in physical education. Students will examine theories, methods, and questions found in pertinent literature. Particular attention will be given to analyzing these issues and identifying trends likely to shape the field in the near future. Among the topics to be covered are: teacher socialization, teacher effectiveness, and teacher knowledge.

**KINS 7433**

*Philosophy of Kinesiology (3-0-3)*

This course is designed to introduce the student to the historical and philosophical issues of human movement. Students will analyze the writings and teachings of prominent philosophers and make application to kinesiology. Material will be presented in an epistemological approach. Critical thinking and problem solving skills will be stressed.

**KINS 7434**

*Seminar in Somatic Studies (3-0-3)*

This course will focus on a somatic approach to teaching and learning. In addition to readings and discussions of the human being as an embodied learner, experiencing examples of learning holistically as living, breathing civilization and practice will be emphasized.

**KINS 7909**

*Thesis I (0-6-3)*

The purpose of this course is to offer the student experience in the conceptualization, planning, design of a research study either qualitative or quantitative in nature on an approved topic. Prerequisites: EDUC 7021, HSCI 7431 or HSCI 7432.

**KINS 7910***Thesis II (0-6-3)*

The purpose of this course is to offer the student experience in the conceptualization, presenting and reporting the results of a research study either qualitative or quantitative in nature on an approved nature topic. *Prerequisites: EDUC 7021, KINS 7909.*

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**LATN - Latin Courses**

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**LATN 1001***Elementary Latin (3-0-3)*

Fundamentals of reading and writing Latin. Designed for students who have never studied Latin. May not be taken for credit by students who have had one or more units of Latin in high school.

**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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: LATN 2001 or placement.*

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**MATH - Mathematics Courses**

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**MATH 0096***Developmental Math I (4-0-4)*

This course is designed for the student who needs to develop better skills in basic mathematics as well as those skills associated with introductory algebra. Emphasis will be placed on operations with real numbers, exponents, equations, operations with polynomials, factoring, and problem solving. (Credit for this course is not applicable to degree programs and is not transferable to other institutions.) *Prerequisite: Math CPE Score of 59-65.*

**MATH 0097***Developmental Math II (3-0-3)*

This course is designed for the student who needs to develop competence in those skills associated with introductory algebra. Emphasis will be placed on operations with real numbers, exponents, equations, operations with polynomials, factoring, and problem solving. (Credit for this course is not applicable to degree programs and is not transferable to other institutions.) *Prerequisite: Math CPE Score of 66-74.*

**MATH 0099***Developmental Math III (3-0-3)*

This course is designed for the student who needs to develop competence in those skills associated with intermediate algebra. Emphasis will be placed on operations with real numbers, exponents, equations and inequalities, graphs of linear equations and inequalities, operations with polynomials, rational and radical expressions and equations, quadratic equations, and problem solving. (Credit for this course is not applicable to degree programs and is not transferable to other institutions.) *Prerequisite: MATH 0096 or 0097 or Math CPE Score of 75-79.*

**MATH 1101***Introduction to Mathematical Modeling (3-0-3)*

An applications-based introductory study of functions using models of real-world phenomena. Linear, quadratic, polynomial, logarithmic, and piecewise-defined models of real-world phenomena will be explored. Inverse of a function, composition of functions, matrices and systems of linear equations are additional topics which will be included. Optional topics may include trigonometric models of real-world phenomena, counting principles, linear programming, and variation. (Credit will not be awarded for both MATH 1101 and MATH 1111. Not recommended for students planning to take MATH 1111.) Normally offered each semester. *Prerequisite: Two years of high school algebra or the successful completion of MATH 0099 or the equivalent.*

**MATH 1111***College Algebra (3-0-3)*

A study of the real number system, exponents, equations and inequalities, relations and functions, systems of linear equations and inequalities, linear programming, polynomial functions, and exponential and logarithmic functions. (Credit will not be awarded for both MATH 1101 and MATH 1111). Normally offered each semester. *Prerequisite: Two years of high school algebra or the successful completion of MATH 0099 or the equivalent.*

**MATH 1113***Precalculus Mathematics (3-0-3)*

A study of the real number system, theory of equations, exponential and logarithmic functions and trigonometric functions. Normally offered each semester. Students may enroll in MATH 1113 without having completed MATH 1101 or MATH 1111 provided they have two units of high school algebra and one unit of geometry; SAT-M score of 540 or greater and a high school GPA of 2.5 or greater. *Prerequisite: MATH 1111 College Algebra or MATH 1101 Introduction to Mathematical Modeling or the equivalent.*

**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. Normally offered each semester. *Prerequisite: MATH 1111 College Algebra or MATH 1101 Introduction to Mathematical Modeling.*

**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. Normally offered each semester. *Prerequisite: MATH 1111 College Algebra or permission of instructor.*

**MATH 2011** *Calculus and Analytical Geometry I (4-0-4)*  
An introduction to calculus with emphasis on concepts of limit, continuity, and derivative of a function. Other topics include: differentiation and integration of algebraic, trigonometric, inverse trigonometric, exponential, logarithmic, and hyperbolic functions; applications of differentiation and integration; exponential growth and decay; and numerical methods. Advanced placement available. Normally offered each semester. *Prerequisite: MATH 1113 Precalculus Mathematics or equivalent (grade of C or better).*

**MATH 2012** *Calculus and Analytical Geometry II (4-0-4)*  
A continuation of calculus with emphasis on the concepts of techniques of integration, applications of integration (such as volumes, work, arc length), L'Hospital's Rule, improper integrals, sequences, series, and polar coordinates including conic sections. Normally offered fall and spring semesters. *Prerequisite: MATH 2011 Calculus and Analytical Geometry I or equivalent (grade of C or better).*

**MATH 2013** *Calculus and Analytical Geometry III (4-0-4)*  
A continuation of calculus with emphasis on the concepts of vectors, vector-valued functions, functions of several variables, parametric equations, partial differentiation with application, polar coordinates, multiple integration with applications, line integrals, and Green's Theorem. Normally offered spring semester. *Prerequisite: MATH 2012 Calculus and Analytical Geometry II or equivalent.*

**MATH 2210** *Elementary Statistics (3-0-3)*  
A study of frequency, relative and cumulative frequency distributions of data, graphical presentations of data, measures of central tendency, dispersion and position, probability, mathematical expectation and variance of random variables, binomial, hyper-geometric and normal distributions, sampling distributions, estimation of parameters, hypothesis testing, simple linear regression and correlation and goodness of fit. (Credit will not be awarded for both MATH 2210 and MATH 3110.) Normally offered each semester. *Prerequisite: MATH 1111 College Algebra or MATH 1101 Introduction to Mathematical Modeling 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. Normally offered: To be arranged. *Prerequisite: MATH 2210 Elementary Statistics.*

**MATH 2950** *Selected Topics (Variable)*  
Modern Concepts in special areas of mathematics. Normally offered: To be arranged. *Prerequisite: Permission of instructor.*



**MATH 3020***Differential Equations (3-0-3)*

A study of ordinary differential equations with applications to topics including mechanics and electricity. A study of methods of solving first order, nth-order linear, and simultaneous differential equations. Solution methods include Laplace transformations and series solutions. Normally offered fall semester. *Prerequisite: MATH 2012 Calculus and Analytical Geometry I or permission of instructor.*

**MATH 3030***Symbolic Logic and Set Theory (3-0-3)*

A study of the logical connectives, the algebra of propositions, quantification, inference and arguments, the algebra of sets, relations and mappings, set-theoretic proofs. Normally offered each semester. *Prerequisite: MATH 1220 Applied Calculus or MATH 2011 Calculus and Analytical Geometry I.*

**MATH 3110***Statistical Analysis for Business (3-0-3)*

A study of frequency, relative and cumulative frequency distributions of data, graphical presentations of data, descriptive statistics, Chebyshev's inequality, basic probability, mean and standard deviation of random variables, binomial, Poisson and normal distributions, sampling techniques and sampling distributions, statistical estimation and hypothesis testing, simple linear regression and correlation, and statistical quality control and forecasting techniques. (Credit will not be awarded for both MATH 2210 and MATH 3110.) Normally offered each semester. *Prerequisite: MATH 1220 Applied Calculus.*

**MATH 4011***Mathematical Analysis I (3-0-3)*

A study of the topology of real numbers, sets, functions, limits, sequences and series, and real numbers. Normally offered fall semester, even years. *Prerequisite: MATH 3030 Symbolic Logic and Set theory and MATH 2013 Calculus and Analytic Geometry III or permission of instructor.*

**MATH 4012***Mathematical Analysis II (3-0-3)*

A study of continuous and discontinuous functions on metric spaces, connectedness, compactness, completeness, the Riemann integral, differentiation. Normally offered spring semester, odd years. *Prerequisite: MATH 4011 Mathematical Analysis.*

**MATH 4211***Modern Abstract Algebra I (3-0-3)*

A study of basic mathematical ideas which determine the structure of elementary abstract algebra. Definitions and fundamental properties of groups. Study of number systems. Normally offered fall semester. *Prerequisite: MATH 3030 Symbolic Logic and Set Theory.*

**MATH 4212***Modern Abstract Algebra II (3-0-3)*

Continuation of the development of basic mathematical ideas which determine the structure of elementary abstract algebra. Definitions and fundamental properties of rings, integral domains, and fields. Polynomials over a field. Construction of number systems. Normally offered spring semester. *Prerequisite: MATH 4211 Modern Abstract Algebra I.*

**MATH 4240***Mathematical Reasoning and Connections for  
Elementary School Teachers (3-0-3)*

A study of geometry and measurement, probability and statistics and algebraic patterning and functions with emphasis on the recommendations of the NCTM (National Council of Teachers of Mathematics) Standards. Normally offered fall and spring semesters. *Prerequisites: ECED 3121 and ECED 3222.*

**MATH 4251***Probability and Statistics I (3-0-3)*

A study of combinatorics, probability, mathematical expectation, study of discrete and continuous probability distributions, bivariate and multivariate distributions, moment-generating functions, and the central limit theorem. An introduction to sampling distributions, statistical inference and hypothesis testing. Normally offered fall semester, odd years. *Prerequisite: MATH 2012 Calculus and Analytical Geometry II.*

**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. Normally offered spring semester, even years. *Prerequisite: MATH 4251 Probability and Statistics I.*

**MATH 4261***Mathematics for Middle School Teachers I (3-0-3)*

A study of numeration systems, rational numbers, probability and descriptive statistics with emphasis on the recommendations of the NCTM (National Council of Teachers of Mathematics) Standards. Normally offered fall or spring semesters. *Prerequisite: Admission to the Teacher Education Program and MATH 1101 or MATH 1111.*

**MATH 4262***Mathematics for Middle School Teachers II (3-0-3)*

A study of estimation and measurement, algebra and inferential statistics with emphasis on the recommendations of the NCTM (National Council of Teachers of Mathematics) Standards. Normally offered fall or spring semesters *Prerequisite: Completion of MATH 4261 (grade of C or better).*

**MATH 4280***Linear Algebra (3-0-3)*

A study of vector spaces with emphasis on finite-dimensional vector spaces, linear transformations, matrices, linear equations and determinants. Normally offered spring semester. *Prerequisite: MATH 3030 Symbolic Logic and Set Theory or 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. Parallelism, similarity, area, constructions, non-Euclidean and finite geometries. Normally offered summer, even years. *Prerequisite: MATH 3030 Symbolic Logic and Set Theory or permission of instructor.*

**MATH 4320***Theory of Numbers (3-0-3)*

A study of the methods of solving Diophantine equations is used as a unifying idea in the development of the major concepts of elementary number theory. The concepts of congruences, continued fractions, the Euclidean Algorithm, and the method of Euler are used to solve linear Diophantine equations. Pell's equations, Pythagorean Triples and other higher degree equations are studied. Normally offered summer semester, even years. *Prerequisite: MATH 3030 Symbolic Logic and Set Theory.*

**MATH 4350***Numerical Analysis (3-0-3)*

A study of the application and analysis of computer-oriented techniques used in the solution of mathematical problems. Topics include non-linear equations, numerical integration, numerical differentiation, and numerical solution of initial value problems in ordinary differential equations. May be taken for graduate credit within prescribed limits and with the advisor's approval. Normally offered spring semester, odd years. *Prerequisite: CSCI 2000 Introduction to Computers and Programming or CSCI 2301 Principles of Computer Programming I, and MATH 3020 Differential Equations, or permission of instructor.*

**MATH 4410***History of Mathematics (3-0-3)*

A study of the nature and historical origin of mathematics. Analysis of the concepts of algebra, trigonometry and calculus. Solution of problems pointed toward appreciation of early mathematical developments. Normally offered fall semester, odd years. *Prerequisite: MATH 2012 Calculus with Analytical Geometry II.*

**MATH 4420***Introduction to the Theory of Graphs (3-0-3)*

A study of graphs, subgraphs, paths, arcs, trees, circuits, digraphs, colorability. Normally offered fall semester, even years. *Prerequisite: MATH 3030 Symbolic Logic and Set Theory.*

**MATH 4430***Methods of Teaching Secondary Mathematics (3-0-3)*

An investigation of materials used in the secondary classroom with a focus on discovery learning and problem solving. Students will teach lessons applying what has been discussed in class and begin a personal resources file. Normally offered fall semester. *Prerequisites: MATH 4211 Modern Abstract Algebra I and MATH 4310 Modern Geometry.*

**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. Normally offered summer, odd years. *Prerequisite: MATH 2012 Calculus and Analytical Geometry II or permission of instructor.*

**MATH 4520***General Topology (3-0-3)*

A systematic survey of the standard topics of general topology with particular emphasis on applications to the space of reals; topological spaces, mappings, compactness, product space, nets and convergence. Normally offered spring semester, even years. *Prerequisite: MATH 3030 Symbolic Logic and Set Theory or permission of instructor.*

**MATH 4900***Cullum Lecture Series (Variable 1 - 3)*

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in-class discussions, and prepare a student project relevant to the quarter's topic. Normally offered spring semester. *Prerequisite: Variable.*

**MATH 4950***Selected Topics (Variable)*

A study of modern concepts in special areas of mathematics. Semester to be offered: To be arranged. *Prerequisite: 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 Augusta State University and the cooperating institution or agency. Semester to be offered: To be arranged. *Prerequisite: Permission of the chair of the Department of Mathematics and Computer Science.*

**MATH 4990***Undergraduate Research (Variable)*

Individual mathematics research, a minimum of three hours per week for each quarter hour credit. Semester to be offered: To be arranged. *Prerequisite: Permission of Department Chairman and senior standing.*

**MATH 6011***Mathematical Analysis for Teachers (3-0-3)*

A study of the real number, sets, compactness, sequences, functions, limits, continuity, and derivatives. Normally offered; fall semester, even years. *Prerequisite: MATH 6110 or permission of instructor.*

**MATH 6012***Mathematical Analysis for Teachers II (3-0-3)*

A study of metric spaces, Riemann integration, sequences and series. Normally offered: Spring semester, odd years. *Prerequisite: MATH 6011.*

**MATH 6070***Fundamental of Mathematics (3-0-3)*

An in-depth study of the fundamental concepts of mathematics contained in the elementary and middle school curriculum including arithmetic, probability, statistics, number theory, geometry and measurement. Semester to be offered: To be arranged. *Prerequisite: Admission to graduate program.*

**MATH 6080***Foundations of Geometry (3-0-3)*

A study of fundamental concepts of plane geometry, both metric and non-metric and an introduction to finite, coordinate, non-Euclidean and projective geometries. Semester to be offered: To be arranged. *Prerequisite: Admission to graduate program.*

**MATH 6110***Foundations of Mathematics (3-0-3)*

A study of logic, set theory, cardinality, the Axiom of Choice and its equivalences. Semester to be offered: To be arranged. *Prerequisite: Admission to graduate*

program and at least the equivalent of a minor in mathematics in undergraduate program or permission of instructor.

**MATH 6211**

*Abstract Algebra I (3-0-3)*

An advanced study of group theory and ring theory. Semester to be offered: To be arranged. *Prerequisite: MATH 6110 and MATH 4211 (or equivalent) or permission of instructor.*

**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. Semester when offered: To be arranged. *Prerequisite: MATH 6211 or permission of instructor.*

**MATH 6250**

*Mathematical Statistics (3-0-3)*

A detailed study of descriptive statistics, probability, discrete and continuous random variables and their distributions and moments, bivariate and multivariate distributions, central limit theorem, estimation, hypothesis testing and regression and correlation. Semester when offered: To be arranged. *Prerequisite: Admission to graduate program or permission of instructor.*

**MATH 6280**

*Linear Algebra (3-0-3)*

A study of vector spaces, modules, linear transformations, matrices and linear systems. Semester when offered: To be arranged. *Prerequisite: Admission to graduate program or 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, residue classes, quadratic residues, non-linear Diophantine Equations, numbertheoretic functions, Farey fractions, continued fractions, Pell's Equation, and algebraic numbers. Semester when offered: To be arranged. *Prerequisite: Admission to graduate program and MATH 4320 or 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. Semester when offered: To be arranged. *Prerequisite: Admission to graduate program or 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. Semester when offered: To be arranged. *Prerequisite: Admission to graduate program or permission of instructor.*

**MATH 6570**

*Research in Mathematics Education (Variable)*

A brief survey of research models relating to the teaching and learning of mathematics, surveying techniques, curriculum development and evaluation, classroom research, action research, and limits of research. Particular emphasis will be given to the reading and using of research. Semester when offered: To be arranged. *Prerequisite: Admission to graduate program and permission of instructor.*

**MATH 6710***Combinatorial Mathematics (3-0-3)*

A study of permutations, combinations, recurrence relations, generating functions, the principle of inclusion exclusion, Latin rectangles and block designs. Normally offered summer, odd years. *Prerequisite: Admission to graduate program or 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. Normally offered fall semester, even years. *Prerequisite: Admission to graduate program and MATH 3030 or 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. Semester when offered: To be arranged. *Prerequisite: Permission of Department Chair and Instructor.*

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## **MGED - Middle Grades Education Courses**

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**MGED 3111***The Middle School Teacher and Student Roles (3-0-3)*

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. The unique need and characteristics of students as adolescents and as individuals, including special needs students, will be studied. Further, students will examine multiple roles and relationships teachers take on with not only students, but parents, administrators, community members and colleagues. *Prerequisites: Admission to Teacher Education Program.*

**MGED 3112***The Middle School Classroom: Environment, Curriculum and Practices (3-0-3)*

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, as is a proactive/ environmental/ instructional approach to management.

**MGED 3213***The Middle School as Organization (3-0-3)*

Students will examine the Middle School as an organization and elements of an effective Middle School. 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. Issues related to interdisciplinary team structures, scheduling, advisor/advisee and exploratory programs, school mission, parental involvement, assessment programs, administration, political influences, and school

improvement processes will be analyzed. The question, "What is a rue Middle School?" will be the focal point of the course. *Prerequisites: Core I & II.*

**MGED 3220 (LA); MGED 3230 (MATH); MGED 3240 (NAT SCI);**

**MGED 3250 (SOC SCI)**

*Learning in The Disciplines: (A)-Language Arts, (B)-Math, (C)-Natural Science, (D)-Social Studies (3-0-3)*

This course is offered in four versions: Mathematics, Science, Social Studies and Language Arts, all in the Middle Grades. Students will take two versions of the course, representing the two content areas in which they did not specialize. Each of the two courses will examine performance skills embedded within the discipline and those which transcend subject area boundaries. These skills have direct implications for instruction in the specific disciplines and for making connections across traditional content areas. Students will examine and develop expertise in these performance skills and develop strategies to effectively teach them. The various discipline standards will also be examined. The focus is on the skills and strategies which foster learning within and across content areas.

**MGED 3221**

*Adolescent Language Arts Pedagogy (3-0-3)*

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. Instructional strategies from planning and implementation, through assessment will be examined, with adolescent student needs as the locus of instructional decisions. Strategies to address special needs students and the diverse needs of all learners will be developed. *Prerequisites: To be taken after or concurrent with CORE I & II.*

**MGED 3222**

*Integrated Reading to Learn  
(Reading pedagogy across content areas) (3-0-3)*

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.

**MGED 3231**

*Content Pedagogy:  
Mathematics Education for Middle Grades (3-0-3)*

This course focuses on the curriculum and evaluation standards of the National Council of Teachers of Mathematics. 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 (3-0-3)*

This course will emphasize how the conceptual themes and modes of inquiry represented in the content courses, and the learning standards identified 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 instructional approaches that actively engage early adolescents in concept formulation, thematic problem solving, strategic learning, complex skill development, performance assessment.

**MGED 3251**

*Science Education for Middle Grades (3-0-3)*

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 (3-0-3)*

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. Students will come together to form teams based on their areas of concentration and expertise. They will develop the knowledge, skills and attitudes necessary to become effective members of a teaching team. They will identify commonalities across content areas and working together develop units of instruction as a team that reflect student needs, middle school philosophy, and best practices in the middle grades.

*Prerequisites: CORE I, II, & III, Content Specialization I & II.*

**MGED 4111**

*Integrated Instruction in the Middle School (3-0-3)*

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. Students will develop needed skills, knowledge and pedagogical approaches to the content areas integrated in the unit of study. Methods used will be students centered to meet middle grade students' needs as early adolescents, and unique needs as diverse learners.

**MGED 4160**

*The Creative Arts (3-0-3)*

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. Applying critical and creative thinking techniques and understanding the arts as a way to communicate meaning and explore cultural diversity will serve as the focal points of the course. Specific examples of activities, materials, resources, and optimal learning experiences and opportunities that relate directly to the themes and units that are traditionally incorporated into the middle school program in social studies, science, math, and literacy will be explored.

**MGED 4210**

*Middle Grades Apprenticeship (3-12-15)*

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



college 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. *Prerequisites: Successful completion of all components of middle grades sequence.*

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## MGMT - Management Courses

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**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: Completion of 50 semester hours.*

**MGMT 3500** *Management Theory and Practice (3-0-3)*

A study of the theory and practices of administrative management and an introduction to organization behavior and organization theory. Uses a systems approach to emphasize the interdependence of social, technical, and structural inputs to the organization. *Prerequisites: Completion of 50 semester hours, including successful completion (grade of C or better) of at least four of the six BBA Core Area F courses.*

**MGMT 3510** *Organizational Behavior (3-0-3)*

Examines the determinants and consequences of human behavior in formal organizations. *Prerequisite: MGMT 3500 with a grade of C or better.*

**MGMT 4500** *Human Resources Management (3-0-3)*

Emphasizes the principles, practices, and scientific and legal aspects of human resources management. *Prerequisites: MGMT 3500 with a grade of C or better.*

**MGMT 4520** *Industrial Relations and Collective Bargaining (3-0-3)*

A study of the union movement, labor legislation, collective bargaining process, and resolution of conflict (fact-finding, mediation, and arbitration). Functions and structure of labor unions in both industry and the public sector. *Prerequisite: MGMT 3500 with a grade of C or better.*

**MGMT 4530** *Compensation Administration (3-0-3)*

Emphasizes the design, development, and management of compensation systems. *Prerequisite: MGMT 3500 with a grade of C or better.*

**MGMT 4540** *Personnel Selection and Development (3-0-3)*

Survey of scientific methods of employee selection and development. Interviewing, testing, appraising and developing employees are studied and practiced. *Prerequisite: 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: ACCT 2101, ECON 1810 or ECON 2106, and MGMT 3500 with a grade of C or better in each.*

**MGMT 4580** *Strategic Management and Organization Policy (3-0-3)*  
Analysis of the practices and problems in the strategic management of business concerns through the examination of case studies and other information and data drawn from the various functional areas of the enterprise. Serves as a capstone course for the senior student. *Prerequisite: Senior standing and completion of all junior-senior core courses with grades of C or better, or final semester.*

**MGMT 4590** *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: Permission of advisor to use in the major area and senior standing.*

**MGMT 6500** *Organizational Behavior (3-0-3)*  
Examines the determinants and consequences of human behavior in formal organizations. Particular attention is given to the interaction of motivation and leadership dynamics within the organizational structure and to the consequent effect on organizational efficiency. *Prerequisite: Graduate (MBA) student status and completion of MGMT 3500.*

**MGMT 6510** *Societal Issues in Business Decisions (3-0-3)*  
An examination of the interrelationships between business and society from a managerial perspective. The decision implications of ethics, the natural environment, stakeholder diversity and business regulation are addressed from an application standpoint. *Prerequisite: Graduate (MBA) student status and MGMT 3500 or equivalent.*

**MGMT 6580** *Strategic Management and Organizational Policy (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 given to the integration of subject matter from all business courses and other disciplines in the discussion and analysis of organizational problems. Comprehensive analyses of organizations in a wide variety of situations are conducted. Should be taken within the last two semesters of enrollment. *Prerequisites: Graduate (MBA) student status and COMC 6100, FINC 6400, MGMT 6500, MGMT 6510, MKTG 6700, QUAN 6600.*

**MGMT 6590** *Current Issues in Management (3-0-3)*  
A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites: Graduate (MBA) student status and MGMT 3500 or equivalent.*

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## MILS - Military Science Courses

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### **MILS 1010**

#### *Introduction to the Military (2-0-2)*

An overview of the Army, Army Reserves, and the National Guard. PA basic study about the military and how the military and the government work together for the country's protection. Contracted ROTC cadets can participate in a weekend exercise to experience Army life.

### **MILS 1020**

#### *First Aid for Soldiers (2-0-2)*

A study in practical application of cardiopulmonary resuscitation (CPR) and other first aid measures to be applied in the event of: choking, bleeding, shock, fractures, burns, frost bite, and heat exhaustion.

### **MILS 1030**

#### *Special Weapons and Tactics (SWAT) (2-0-2)*

A study and practical exercise of military skills and tactics used by Light Infantry Units: patrolling tactics, individual weapon skills, hand-to-hand combat, and expedient orienteering. Students can participate in weekly physical conditioning. Contracted ROTC cadets can participate in a weekend exercise to put all skills to practice.

### **MILS 2010**

#### *Small Unit Leadership & Management (2-0-2)*

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. Contracted ROTC cadets can participate in a weekend exercise to put all skills to practice.

### **MILS 2020**

#### *Orienteering (2-0-2)*

An introduction to the basic fundamentals of military map reading and land navigation. A practical exercise in orienteering using maps, compass, and terrain association.

### **MILS 2030**

#### *Survival and Adventure Training (2-0-2)*

An introduction to skills to sustain life in different environments. A practical exercise in rappelling, rope bridging, mountaineering, and other survival skills. Contracted ROTC cadets can participate in a weekend exercise to put all skills to practice.

### **MILS 3010**

#### *Advanced Orienteering and Leadership*

A study of map reading and land navigation as applied with the military small unit leader. An introduction to small unit tactics and leadership skills. Includes physical conditioning. *Prerequisite: Permission of Department Chair.*

### **MILS 3020**

#### *Tactical Military Leadership (3-0-3)*

A study of the fundamentals of leadership and the leaders role in directing individuals and small units in offensive and defensive tactics. Includes physical conditioning. *Prerequisite: Permission of Department Chair.*

### **MILS 3050**

#### *Basic Camp Summer Internship (3-0-3)*

A five week summer camp conducted at Fort Knox, Kentucky. Students participate

in physical training, land navigation, weapons and tactics. Each student is evaluated on leadership skill throughout the five weeks. A two year scholarship can be received upon successful completion. *Prerequisite: Permission of Department Chair.*

**MILS 3105** *Advanced Camp Summer Internship (3-0-3)*  
A five week summer camp conducted at Fort Lewis, Washington. Students participate in physical training, land navigation, weapons and tactics. Each student is evaluated on leadership skills throughout the five weeks. The final camp score is part of the student's assessment packet for service in the Army. *Prerequisite: MILS 3020.*

**MILS 4010** *Advanced Military Leadership (3-0-3)*  
A study of command responsibilities and military ethics. An introduction to the staff functions and responsibilities: personnel and administration, intelligence, training and operations, and logistics. *Prerequisite: MILS 3105.*

**MILS 4020** *Transition to Officership (3-0-3)*  
A study of the responsibilities and duties of the upcoming commissioned officer serving in the military; more specifically in the Army, Army Reserve, and National Guard. An introduction to the military justice system to include the court-martial system and the commander's responsibilities. *Prerequisite: MILS 4010.*

**MILS 4905** *Selected Topics (3-0-3)*  
An intensive study of special areas of Military Science. *Prerequisite: Permission of Department Chair.*

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## **MINF - Information Management Courses**

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**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: MATH 1101 OR MATH 1111.*

**MINF 3650** *Information Systems (3-0-3)*  
Promotes a broad understanding of the role of hardware, programs, data, procedures and personnel information systems. Topics include system architecture, systems development, file and database processing, telecommunications and information systems resources management. A small database project is used to emphasize conceptual material and enhance students' technical skills. *Prerequisite: MINF 2201 with a grade of C or better and 50 semester hours, including successful completion (grade of C or better) of at least four of the six BBA Core Area F courses.*

**MINF 6620** *Management of Information Technology (3-0-3)*  
A broad examination of information technology strategies and operational issues

from a managerial point of view, emphasizing the leadership role of the manager. Strategic uses of information systems for competitive advantage. Strategies for deployment of information technology. Cross-functional organizational issues; relationships with vendors and consultants; requests-for-proposals and contracts. Hardware, software, and communications concepts for the manager. Related ethical, organizational, and behavioral issues. *Prerequisite: Graduate (MBA) student status and MKTG 3700.*

**MINF 6690** *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. *Prerequisites: Graduate (MBA) student status.*

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## MKTG - Marketing Courses

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**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: Completion of 50 semester hours, including successful completion (grade of C or better) of at least four of the six BBA Core Area F courses.*

**MKTG 3710** *Buyer Behavior (3-0-3)*  
The course examines the decision-making process of buyers, including individuals and organizational buyers. Market segmentation and target market selection are focal topics of the course. Also, this course draws heavily on concepts from economics, psychology, sociology, and international business. Consumer behavior issues will also be discussed as they relate to strategic market planning. *Prerequisite: MKTG 3700 with a grade of C or better.*

**MKTG 3720** *Retail Management (3-0-3)*  
Identification and analysis of the basic concepts and practices of successful, modern retailing management. Includes environmental and opportunity assessments; organizational and merchandise decisions; sales promotion and customer services; accounting controls; and over-all coordination and leadership. *Prerequisite: 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: 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: MKTG 3700 & MATH 3311 with a grade 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 that are presently available and assesses their strengths and weaknesses in helping attain long-range corporate objectives. *Prerequisite: MKTG 3700 with a grade of C or better.*

**MKTG 4770***Product Innovation and Product Management (3-0-3)*

The focus of the course is the management and marketing of innovation and technology. Coordination of marketing mix elements will be highlighted. Topics such as technological choice, design trade-off, licensing, purchase of technology, timing and entry into the market place, and the organization and management of research and development activities will be discussed. The course will link research and development to overall marketing strategy. Public policy, multinational, and social issues will also be included. *Prerequisite: 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: MKTG 3700 with a grade of C or better.*

**MKTG 4790***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: 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: Graduate (MBA) student status and MKTG 3700 or equivalent.*

**MKTG 6790***Current Issues in Marketing (3-0-3)*

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites: Graduate (MBA) student status and MKTG 3700 or equivalent.*

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## **MUSI - Instrumeantal Music Courses**

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**Music Ensembles and Applied Music Lessons (MUSA) are listed after the following MUSI courses.**

**MUSI 0201**

See MUSI 1201 below.

**MUSI 0202**

See MUSI 1202 below.

**MUSI 0521***Class Piano I (2-0-2)*

An introduction to the keyboard and training in basic keyboard technique, with emphasis on major and minor scales. Successful completion of this course fulfills the major and minor scales components of the ASU Piano Proficiency Exam. Normally offered Fall, Spring.

**MUSI 0522***Class Piano II (2-0-2)*

A continuation of basic piano skills and repertoire, with emphasis on major and minor arpeggios and block chords. Successful completion of this course fulfills the arpeggios and block chords components of the ASU Piano Proficiency Exam. Normally offered Fall, Spring.

**MUSI 0523***Class Piano III (2-0-2)*

A continuation of basic technical keyboard skills for non-keyboard majors, with emphasis on early intermediate repertoire, on accompanying, and on the patriotic song requirements of the ASU Piano Proficiency Exam. Successful completion of this course fulfills the repertoire, accompanying, and patriotic song components of the ASU Piano Proficiency Exam. Normally offered Fall, Spring.

**MUSI 0524***Class Piano IV (2-0-2)*

A continuation of class piano instruction for non-keyboard majors, with emphasis on sight-reading, on open-score reading, and on transposition skills. Successful completion of this course fulfills the sight-reading, open-score reading, and transposition components of the ASU Piano Proficiency Exam. Normally offered Fall, Spring.

**MUSI 0810***Basic Computer and Technological Applications in Music (V-0-1)*

The study and utilization of technology in musical applications. Emphasis on basic computer music notation systems, MIDI sequencing, and CAI. Successful completion of this course fulfills the Computer Applications in Music Proficiency. Normally offered Fall.

**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 & diatonic triads. Normally offered Fall. *Prerequisite: Permission of the Department of Fine Arts Chair. Co-Requisite: MUSI 1211 must be taken concurrently or prior to enrollment in MUSI 1101.*

**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. Normally offered Spring. *Prerequisites: MUSI 1101 and MUSI 1211. Co-Requisite: MUSI 1212 must be taken concurrently or prior to enrollment in MUSI 1102.*

**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, the major scales, major key signatures, intervals from the major scales, and triads from the major scales, 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 0201). Normally offered Fall.

**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, the minor scales, minor key signatures, intervals from the minor scales, and triads from the minor scales, 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 0202). Normally offered Spring.

**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. Normally offered Fall. *Prerequisite: Permission of the Department of Fine Arts Chair.*

**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. Normally offered Spring. *Prerequisite: MUSI 1211.*

**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. Normally offered Fall, Spring. Co-Requisite: Major or Concentration Applied Lessons.

**MUSI 1501***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 or may be taken as an upper-division course (MUSI 3501). Normally offered Fall, Spring.

**MUSI 1502***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 or may be taken as an upper-division course (MUSI 3502). Normally offered Fall, 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 secondary leading tone chords of primary chords. Normally offered Fall. *Prerequisites: MUSI 1102 and 1212 Co-Requisite: MUSI 2211 must be taken concurrently or prior to enrollment in MUSI 2101.*

**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. Normally offered Spring. *Prerequisites: MUSI 2101 and 2211. Co-Requisite: MUSI 2212 must be taken concurrently or prior to enrollment in MUSI 2102.*

**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. Normally offered Fall. *Prerequisite: MUSI 1212.*

**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. Normally offered Spring. *Prerequisite: MUSI 2211.*

**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: HUMN 2001.*

**MUSI 2320***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. May be taken as an upper-division course (MUSI 3320). *Prerequisite: HUMN 2001.*

**MUSI 2330***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. May be taken as an upper-division course (MUSI 3330). *Prerequisite: HUMN 2001*

**MUSI 2400** *Music Methods for Elementary Teachers (3-0-3)*

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 3210** *Form and Analysis (2-0-2)*

A study of the formal processes of music in representative works from all style periods through analysis and composition. *Prerequisite: MUSI 2212.*

**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: 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: MUSI 2212.*

**MUSI 3310**

See MUSI 2310 above.

**MUSI 3320**

See MUSI 2320 above.

**MUSI 3330**

See MUSI 2330 above.

**MUSI 3340** *Music of the Middle Ages and Renaissance (2-1-2)*

A study of the history and development of music through 1600. Emphasis on the influence of Greek philosophy in music of the Middle Ages and Renaissance, on changes in philosophical and societal attitudes toward music during these periods and the interaction of music with world historical events and the other arts. *Prerequisite: MUSI 2211.*

**MUSI 3350** *Music of the Baroque and Classical Periods (3-0-3)*

A study of the history and development of music from 1600 through 1830. Emphasis on the influence of the Enlightenment in music in the Baroque and Classical periods, on changes in philosophical and societal attitudes toward music during these periods and the interaction of music with world historical events and the other arts. *Prerequisite: MUSI 2211.*

**MUSI 3360** *Music of the Nineteenth and Twentieth Centuries (3-0-3)*

A study of the history and development of music from 1800 to the present. Emphasis on the influence of the various philosophical movements in music in the 19th and 20th centuries, on changes in societal attitudes toward music during these periods and the interaction of music with world historical events and the other arts. *Prerequisite: MUSI 2211.*

**MUSI 3410***Elementary and Middle School Music Methods (2-0-2)*

A functional course in the techniques involved in teaching general music to students in the elementary and middle school grades through various common methods, including those of Orff and Kodaly. *Prerequisites: MUSI 1102; MUSI 1212*

**MUSI 3420***Brass Methods (2-0-2)*

A functional course for the music educator in the techniques involved in playing and teaching trumpet, horn, trombone, euphonium and tuba. Emphasis on the development of fundamental skills and teaching techniques through hands-on experience with each of the brass instruments. *Prerequisites: MUSI 1102; MUSI 1212.*

**MUSI 3430***Woodwind Methods (2-0-2)*

A functional course for the music educator in the techniques involved in playing and teaching flute, clarinet, oboe, bassoon and saxophone. Emphasis on the development of fundamental skills and teaching techniques through hands-on experience with each of the woodwind instruments. *Prerequisites: MUSI 1102; MUSI 1212.*

**MUSI 3440***String Methods (2-0-2)*

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 and on the use of guitar as a teaching tool in grades K-6. *Prerequisites: MUSI 1102; MUSI 1212.*

**MUSI 3450***Percussion Methods (2-0-2)*

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 the development of fundamental skills through hands-on experience with each of the percussion instruments. *Prerequisites: MUSI 1102; MUSI 1212.*

**MUSI 3460***Marching Band Methods (2-0-2)*

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. *Prerequisites: MUSI 1102; MUSI 1212.*

**MUSI 3470***Vocal Methods (2-0-2)*

A functional course for the music educator in the techniques involved in singing and teaching vocal production in the classroom or studio. Emphasis on the development of fundamental skills and teaching techniques through the study of vocal anatomy and physiology, including practical applications in working with voices in a classroom setting. *Prerequisites: MUSI 1102; MUSI 1212.*

**MUSI 3501**

See MUSI 1501 above.

**MUSI 3502**

See MUSI 1502 above.

**MUSI 3511***English Diction for Singers (1-0-1)*

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.

**MUSI 3512***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.

**MUSI 3513***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. *Prerequisites: MUSI 3511; MUSI 3512.*

**MUSI 3514***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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: MUSI 3551; Permission of the instructor.*

**MUSI 3560***Fundamentals of Conducting (2-0-2)*

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. *Prerequisites: MUSI 2211; MUSI 2101.*

**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: 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. *Prerequisites: Completion of Computer Applications in Music Proficiency Exam or 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 through an independent research project. In consultation with the music faculty, students will choose their own topics for study and research projects. *Prerequisites: Permission of the instructor; Senior Standing; Completion of Piano Proficiency and Computer Applications in Music Proficiency.*

**MUSI 4190***Special Topics in Conducting (2-0-2)*

A guided study of topics in conducting through independent research projects or in-depth study in a classroom setting. In consultation with the conducting faculty, students will choose their own topics for study and research projects. Possibilities include score preparation, score study, techniques for conducting specific repertoires and public performance. May be repeated for credit. *Prerequisite: MUSI 3560.*

**MUSI 4210***Instrumentation and Orchestration (2-0-2)*

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. *Prerequisites: MUSI 2212; MUSI 2102.*

**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: 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: 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: 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: 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: 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: 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: 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. Emphasis on listening, research and score study. *Prerequisite: 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: 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: 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: MUSI 2211.*

**MUSI 4410***Conducting and Methods of Secondary School Instrumental Music (2-0-2)*

Developmental experiences in the gestural, pedagogical, administrative skills, and knowledge of literature needed for successful teaching of instrumental music in grades 6-12. *Prerequisite: MUSI 3560.*

**MUSI 4420***Conducting and Methods of Secondary School Choral Music (2-0-2)*

Developmental experiences in the gestural, pedagogical, administrative skills, and knowledge of literature needed for successful teaching of choral music in grades 6-12. *Prerequisite: 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. In consultation with the music education faculty, students will choose their own topics for study and research projects. May be repeated for credit, or may be taken for graduate credit (MUSI 5490). *Prerequisites: MUSI 3410, MUSI 4410, MUSI 4420.*

**MUSI 4491***Student Teaching 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. *Prerequisites: 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 4492***Seminar in Student Teaching in Music (V-0-0)*

A forum dealing with applications, problems, and solutions in student teaching in music. *Co-requisite: MUSI 4491.*

**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: 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: 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: 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: 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: 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. *Prerequisite: MUSI 2211.*

**MUSI 4900***Cullum Lecture Series (V-0-V)*

An interdisciplinary seminar on foreign culture. The student will be expected to choose and execute a project in music. Normally offered Spring. *Prerequisite: HUMN 2001.*

**MUSI 4990/***Special Topics in Music Business & Management (2-0-2)*

A guided study of music business through independent research and analysis projects or in-depth study in a classroom setting. 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. *Prerequisites: MUSI 2102; MUSI 2212.*

**MUSI 5490 /MUSI 5490**

See MUSI 4490 above.

**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.

**MUSI 1610***Augusta State University Wind Ensemble (4-0-1)*

*Prerequisite: Previous experience on woodwind, brass or percussion instruments.*

**MUSI 1620***Augusta State University Choir (4-0-1)***MUSI 1630***Augusta State University Orchestra (4-0-1)*

*Prerequisite: 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)*

*Prerequisite: Permission of the instructor.*

**MUSI 4610***Augusta State University Opera Workshop (V-0-V)*

*Prerequisites: Permission of the instructor; audition for roles in major productions.*



<b>MUSI 4620</b>	<i>Augusta State University Chamber Singers (2-0-1)</i>
<i>Prerequisite: Permission of the instructor.</i>	
<b>MUSI 4640</b>	<i>Woodwind Ensemble(s) (2-0-1)</i>
<i>Prerequisite: Permission of the instructor.</i>	
<b>MUSI 4650</b>	<i>Brass Ensemble(s) (2-0-1)</i>
<i>Prerequisite: Permission of the instructor.</i>	
<b>MUSI 4660</b>	<i>Jazz Combo(s) (2-0-1)</i>
<i>Prerequisite: Permission of the instructor</i>	
<b>MUSI 4670</b>	<i>Keyboard Ensemble(s) (2-0-1)</i>
<i>Prerequisite: Permission of the instructor.</i>	
<b>MUSI 4680</b>	<i>Percussion Ensemble(s) (2-0-1)</i>
<i>Prerequisite: Permission of the instructor.</i>	
<b>MUSI 4690</b>	<i>Chamber Music Ensemble(s) (2-0-1)</i>
<i>Prerequisite: Permission of Instructor.</i>	

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## **MUSA - Applied Music Courses**

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**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. Non-music majors are welcome to enroll in secondary applied lessons, but will be accommodated on a space-available basis. All students must receive permission from the Chair of the Department of Fine Arts before beginning their applied lesson sequence. An additional fee is charged for private instruction.

**The following secondary applied lessons are available to both music majors and non-music majors:** Individualized instruction in a performance medium. One half-hour private lesson per week. Grading will be based on the student's preparation and performance in the weekly lessons. Secondary applied music lessons are available for non-music majors 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 Fine Arts 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** *(1/2-0-1)*  
*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. Co-requisite: 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** (1-0-2)  
**MUSA XXX2** (1-0-2)

*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. Co-requisite: 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.

Instruction Available for:

x10x Voice	x51x Violin
	x52x Viola
	x53x Violoncello
x21x Flute	x54x Double Bass
x22x Oboe	x55x Guitar
x23x Clarinet	
x24x Bassoon	x61x Piano
x25x Saxophone	x62x Organ
	x63x Harpsichord

x31x Trumpet  
x32x Horn  
x33x Trombone  
x34x Euphonium  
x35x Tuba

x710 Jazz Winds  
x720 Jazz Piano  
x730 Jazz Percussion  
x740 Jazz Strings

x41x Percussion  
x420 Drum Set

x810 Classical Composition  
x820 Jazz Composition  
x830 Computer Composition

x900 Early Instruments

### **MUSA 2X05**

*Studio Class (0-1-0)*

A forum for the discussion of performances, techniques and repertoire in the student's applied performance area. *Co-requisite: 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. *Prerequisites: Permission of the student's applied lesson instructor. Co-requisite: 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. *Prerequisites: Permission of the student's applied lesson instructor; Completion of the Piano Proficiency and the Computer Applications in Music Proficiency. Co-requisite: MUSA 4XX2 or 4XX4.*

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## ***NURS - Nursing Courses***

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### **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 behaviors. Critical thinking skills are applied to the examination of potential and actual health care needs of the patient experiencing common 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. Psychomotor skills basic to beginning nursing practice are learned in a simulated laboratory and applied in a variety of in-patient, outpatient, and community settings. *Prerequisite: \*BIOL 2111, \*ENGL 1101, MATH 1111, PSYC 1101, COMS 1010. Corequisites: \*BIOL 2112, \*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 chronic health problems and to assist childbearing families in a variety of settings. *Prerequisites: \*NURS. 1101; \*BIOL 2112, \*ENGL 1102. (\*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 the patient across the life span experiencing complex physiological and mental/emotional alterations in health. The focus of practice 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: \*NURS 1102. Corequisite: \*BIOL 3110. (\*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 to the patient 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 will have increasing responsibility for the care of patient needs within health care and community settings. *Prerequisite: \*NURS 2201. 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: \*NURS 2201. Corequisite: \*NURS 2202. (\*Grade of "C" or better required.)*

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## **PADM - Public Administration Courses**

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**PADM 6000***History, Scope and Practice 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.

**PADM 6040***Urban Social Problems (3-0-3)*

This course is an in-depth consideration of metropolitan social problems including crime, fiscal crisis, housing and the homeless, poverty, racism, and social inequality. This course is cross-referenced with SOCI 6040.

**PADM 6050**

*Seminar in American Government:  
with Emphasis on Constitutional Law and  
Public Law/Administrative Law (3-0-3)*

This course attempts to bring the public administration student in line with the U.S. Supreme Court declaration of 1982 which stated that "a reasonable competent public official should know the law governing his or her conduct" and must understand those "clearly established" constitutional rights for which a public official can be held legally liable for violating, Harlow v. Fitzgerald, 457 U.S. 800, 818 1992. The course uses reading, research and group discussion to explore the expansive scope, nature and function of administrative law as it relates to the substantive, procedural, and equal protection rights of businesses, public servants and the citizenry at large.

**PADM 6100**

*Public Organization Theory and Behavior (3-0-3)*

This course is a systematic analysis of theories of organizations. Focus will be on the two major approaches to organizational structure — the formal and the informal. Organizational membership, communications, reward systems and leadership styles will be stressed. Public sector application will be emphasized.

**PADM 6150**

*Seminar in American Government with  
emphasis on Political Institutions (3-0-3)*

This course is structured as a means of addressing a central goal of the MPA degree program: to have the student understand how public policy is formulated in the context of its organizational environment. The focus is on those political institutions - Congress, the Presidency, the Courts, and state legislatures - where policy is debated.

**PADM 6200**

*Management of Human Resources in the Public Sector (3-0-3)*

This course is designed to provide the student with a basic understanding of the personnel process in the public sector and the activities performed by a human resource department. The student will become familiar with legal, political and sociodemographic issues affecting the management of human resources. In addition, the functions of human resource planning, recruitment, selection, placement/training and compensation administration will be addressed.

**PADM 6250**

*Planning Resources and Administration (3-0-3)*

This course is designed to explore the scope, theories, resources and political behavior of urban and regional planning. It is a "hands-on" learning experience, as students undertake one or more planning projects in the local community during the course of the term. Previous projects have included updating a neighborhood zoning map; conducting citizens' advisory surveys and updating a neighborhood plan as a result of the findings; a comparative demographic study using U.S. Census materials; and an housing stock condition survey.

**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 object of the course is to become familiar with the terminology and process of budgeting as well as to gain competence in analyzing budgetary problems and proposing solutions. The role of the budget as a tool in expressing priorities in policy choices is emphasized.

**PADM 6350****Public Sector Fiscal Administration (3-0-3)**

This course is an exploration of revenue raising and expenditure activities by public agencies. Topics include understanding grants and contracts, expenditures monitoring, procurement and purchasing, financial audits, and other financial transactions unique to a public or non-profit agency.

**PADM 6400*****Ethics and Current Issues in Public Administration (3-0-3)***

This course focuses on the professional responsibility of the public administrator in an environment which demands problem-solving. The scope of government ethics is explored. Included in this discussion are such topics as whistle-blowing, revolving door appointments and conflict of interest, kick-backs, campaign financing, illegal patronage, Hatch Act requirements, acceptance of gifts, and cover-ups.

**PADM 6450*****Public Health Administration (3-0-3)***

This course is designed to provide the MPA student with a broad overview of the health delivery system in the United States. Emphasis will be placed on public health issues and the organization/administration of public health systems at the federal, state, and local level.

**PADM 6500*****Research Methods in Public Administration (3-0-3)***

This course is an introduction to research design, measurement, sampling, statistical analysis and the use of computer program packages. Attention is directed at various methods of data collection with a special emphasis on survey research and the use of statistical computer programs for data analysis. *Prerequisites: an undergraduate course in research methods and statistics; computer literacy.*

**PADM 6550*****Social Agencies and Services (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.

**PADM 6600*****Quantitative Methods in Public Administration (3-0-3)***

This course is an introduction to the methods of data analysis used in public administration. Topics include: descriptive statistics, standard scores, variability, correlation analysis, chi-squared tests, analysis of variance, simple and multiple regression, and an introduction to other multi-variate and non-parametric statistics. *Prerequisite: PA 6500*

**PADM 6650*****Public Policy Analysis (3-0-3)***

This course is systematic study of how public policy is developed, implemented, and evaluated in the United States. Analysis may be as simple as a listing of the likely advantages and disadvantages of various alternatives. Or, it may be as complex as a cost-benefit analysis or an environmental impact study. The course describes the structured approach which analysts use in defining problems and evaluating solutions.

**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.

**PADM 6750** *Public Program Evaluation (3-0-3)*  
This course focuses on the design and implementation of program evaluation research and on performance monitoring systems. Attention is devoted to the conceptualization and design of an evaluation as well as to methods of measuring performance. Prerequisites: PADM 6650 and PADM 6600

**PADM 6800** *State Government Administration and Policy Analysis (3-0-3)*  
This course is designed to familiarize the student with the operation of state governments throughout the United States. There is an emphasis on the forms of organization, the functions, and the political environment of state government.

**PADM 6850** *Intergovernmental Relations (3-0-3)*  
This course is a study of constitutional, political, economic and institutional relationships among federal, state and local governments in the United States. Attention is given to fiscal federalism through a study of the mechanisms of categorical grants, block grants, and to other forms of revenue distribution.

**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.

**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. It enables the student to undertake a more in-depth examination of a public policy issue.

**PADM 7050** *Thesis (3-0-3)*  
This course culminates in a capstone paper in which the student demonstrates knowledge of public administration principles as applied in practice. It provides the opportunity for the student to demonstrate competence in the subject matter through the means of comprehensive analytical writing resulting in a capstone paper.

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## PHIL - Philosophy Courses

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**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. Fundamental questions will be assessed and their language evaluated. A grade of "C" or better is required for all majors/and or minors in Political Science. Normally offered every semester. *Prerequisite: ENGL 1101 or permission of the instructor.*

**PHIL 3005***Philosophy of the Human Person (3-0-3)*

This course will study the human person and the realms of experience that generate the framework for thinking and acting. The aim of the course is to analyze and assess the question of essence as it pertains to human being in the world. The realms of experience to be explored are Myth/Religion, Knowing, Art, Science and Ethical/Political experience. Annually. *Prerequisite: PHIL 1000 with a grade of "C" or better.*

**PHIL 3010***Ancient Political Philosophy (3-0-3)*

A critical inquiry into the political philosophy of ancient Greek thought. The theme is the relationship of theory to practice, which is analyzed from the perspective of differentiated human experience, the struggle to explain the meaning of existence and the place of human being in the world. The theoretical foundations of Plato's thought are explored, while from Aristotle's thought the practical applications of philosophy to political action will be analyzed. The aim is to understand political philosophy not only as an expression of experienced reality but also as a standard for moral/political existence. Normally offered every Spring semester. *Prerequisite: PHIL 1000 with a grade of "C" or better* Cross listed with POLS 3501

**PHIL 3011***Modern and Contemporary Political Philosophy (3-0-3)*

A critical inquiry into the problems of classical liberal theory in an attempt to understand some of the questions confronting contemporary Western democracy. The inquiry concentrates on three themes: the isolation of the modern individual in a changing world, problematic requirements for political consciousness, and the inherent conflict of self-interest and the good of the whole. Normally offered every other year. *Prerequisite: PHIL 1000 with a grade of "C" or better* Cross listed with POLS 3601

**PHIL 3012***Pragmatic Thought (3-0-3)*

The focus of this course will on constructed justice as the political questions of rights and obligations are disclosed in the debate between liberal theorists who oppose a conception of justice grounded in rights revealing a strong sense of individualism to a communitarian conception of justice grounded in the good that reveals a framework of self-understanding that presupposes a conception of community. Biannually. *Prerequisite: PHIL 1000 with a grade of "C" or better* Cross listed with POLS 3701

**PHIL 3020***Existentialism (3-0-3)*

Existential philosophy is a philosophy that distances itself from grand theory and claims there are other descriptive vocabularies that render meaning as well. Thus existential philosophy searches for meaning rather than truth and posits the proposition that "existence precedes essence," meaning existence consists of choices that the individual must make in order to achieve his or her humanity. Normally offered yearly. *Prerequisite: PHIL 1000 with a grade of "C" or better.*

**PHIL 3095***Major Philosophers in History (3-0-3)*

This course will undertake a critical reading of the work of one philosopher each quarter, alternating ancient with modern, and will examine the meaning, language, and consistency of the text. The aim is to acquaint students with fundamental



reading in philosophy. May be repeated for credit. Normally offered: Biannually.  
*Prerequisite: PHIL 1000 with a grade of "C" or better.*

**PHIL 4030**

*Ancient Greek Philosophy (3-0-3)*

This course will entertain a critical study of Plato and Aristotle focusing on major ontological and epistemological concepts such as Plato's "good" as radically other and "truth" as accessible to rational thought and Aristotle's "being" and its ground "ousia" and their determination of his teleology and his ethics. Normally offered yearly. *Prerequisite: PHIL 1000 with a grade of "C" or better.*

**PHIL 4032**

*Contemporary Continental Philosophy (3-0-3)*

An inquiry into the phenomenology of Heidegger, Levinas and Derrida and their relationship to each other. To understand these relationships we shall focus on the problematic of concepts such as identity, difference, and the other. The aim is to understand contemporary philosophical approaches including the possibilities of de-construction. Normally offered yearly. *Prerequisite: PHIL 1000 with a grade of "C" or better.*

**PHIL 4900**

*Cullum Lecture Series (3-0-3)*

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring semester, attend films and/or panel discussions participate in class discussions, and prepare a student project relevant to the quarter's topic. *Chair and Instructor's permission required.*

**PHIL 4990**

*Undergraduate Research (3-0-3)*

Individual philosophical investigation performed by the student on a topic of his or her choice under the direction of a specific instructor. Emphasis will be placed on the development of adequate research techniques. Upperclassmen only. Normally offered yearly. *Prerequisite: PHIL 1000 with a grade of "C" or better. Chair and Instructor's permission required.*

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## PHSC - Physical Science Courses

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**PHSC 1011**

*Physical Science I (3-2-4)*

A survey of physics including motion, Newton's laws and energy. Most of the following also included: heat, sound, light, electricity and magnetism, relativity, atomic and nuclear structure, radioactivity. Simple applications in problem solving. Designed for the non-technical student. *Prerequisite: Recommended but not required: MATH 1101 or MATH 1111.*

**PHSC 1012**

*Physical Science II (3-2-4)*

A study of the constituent materials and properties of the earth's surface, interior and Atmosphere; the solar system; galaxies; and the universe. Physical principles from PHSC 1011 are applied. Designed for the non-technical student. *Prerequisite: Recommended but not required: PHSC 1011.*

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## PHYS - Physics Courses

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- 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. *Prerequisites: 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. *Prerequisites: PHYS 1111 or 2211.*
- PHYS 1950** *Selected Topics (V)*  
Concepts/topics in special areas of physics. May be repeated for credit. *Prerequisites: 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. *Prerequisites: (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. *Prerequisites: PHYS 2211.*
- PHYS 2950** *Selected Topics (V)*  
Concepts/topics in special areas of physics. May be repeated for credit. *Prerequisites: 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. *Prerequisites: PHYS 2212 (C or better) or permission of the instructor.*
- 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. *Prerequisites: PHYS 3011 (C or better) or permission of the instructor.*
- 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. *Prerequisites: PHYS 2212 (C or better) or permission of the instructor.*

**PHYS 3251***Theoretical Mechanics I (3-0-3)*

Newtonian mechanics. Vector algebra, vector analysis. Statics and particle kinematics. Particle dynamics in one, two and three dimensions. Motion of a system of particles. Simple, damped and forced harmonic motion. Rigid body motion. Rigid body rotation. *Prerequisites: PHYS 2211 (C or better), MATH 3020; or permission of the instructor.*

**PHYS 3252***Theoretical Mechanics II (3-0-3)*

Gravitational field and potential. Moving coordinate systems, rotational motion and Coriolis force. Mechanics of continuous media. Language is equations. Hamilton's equations. *Prerequisites: PHYS 3251 (C or better) or MATH 3020; 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 and energy. Electric potential. Dielectrics and electrical properties of matter. Currents and magnetic fields. *Prerequisites: PHYS 2212 (C or better), MATH 3020 or permission of the instructor.*

**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. *Prerequisites: PHYS 4051 (C or better), MATH 3020, or permission of the instructor.*

**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. Quantum/statistical descriptions of thermodynamic systems. *Prerequisites: PHYS 2211 (C or better), MATH 3020, or permission of the instructor.*

**PHYS 4350***Analytical 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. *Prerequisites: PHYS 2212 (C or better), MATH 3020 or permission of the instructor.*

**PHYS 4511***Quantum Physics I (3-2-4)*

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. *Prerequisites: PHYS 2212 (C or better), MATH 3020 or permission of the instructor.*

**PHYS 4512***Quantum Physics II (3-2-4)*

Schroedinger equation in three dimensions, angular momentum, atomic and

molecular spectroscopy, nuclear structure, radioactivity, transitions, and interactions of radiation with matter. *Prerequisites: PHYS 4511 (C or better) or permission of the instructor.*

**PHYS 4900**

*Cullum Lecture Series (V, 1 to 5)*

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring term, attend films and/or panel discussions and prepare a student project relevant to the term's topic. *Prerequisites: Permission of the instructor.*

**PHYS 4950**

*Selected Topics (V)*

Concepts/topics in special areas of physics. May be repeated for credit. *Prerequisites: 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. *Prerequisites: Permission of the instructor.*

**PHYS 4990**

*Undergraduate Research*

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. *Prerequisites: Permission of the instructor.*

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## **PLCP - Paralegal Courses**

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**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.

**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: Political Science 0081*

**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: Political Science 0081*

**PLCP 0084***Property & Estates*

3 hour institutional credit course in Paralegal Certificate Program. Introduction to two major areas of law. Part I will cover real estate, title search, and abstract production; deed preparation, mortgages, and real estate loan closing documents, and preparation of condemnation restrictions and subdivision restrictive covenants. Part II will cover the preparation of will and trusts, intestate distribution, preparation of probate documents and an introduction to federal and state tax provisions in the area of estate planning. *Prerequisite: Political Science 0081*

**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: Political Science 0081.*

**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: Political Science 0081.*

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## **POLS - Political Science Courses**

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**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. A prerequisite to all other courses in Political Science. A grade of "C" or better is required for all majors/and or minors in Political Science. Normally offered each semester. *Prerequisite: NONE*

**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. Normally offered once a year. *Prerequisite: POLS 1101 with a 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; the different approaches, trends and issues associated with political science, the diversity and development in types of political communities and states systems, and the systems, and the special techniques used which are peculiar to political inquiry. A grade of "C" or better is required for all political science and international studies students. Normally offered once a year. *Prerequisite: POLS 1101.*

**POLS 2201***Introduction to State and Local Government (3-0-3)*

An introduction to 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. The concept of roll call analysis at the state level will be explored. Required of all majors and is a prerequisite for all upper division courses. Normally offered fall semester. *Prerequisite: POLS 1101 with a grade of "C" or better.*

**POLS 2301***Introduction to Comparative Politics (3-0-3)*

A course designed to provide students with general knowledge about how different political systems around the world operate. The course will concentrate on three main parts, each of which focuses on countries that exhibit one of the major political styles: 1 the East European political systems, 2 the communist states' political systems, 3 the developing countries' political systems. Within that focus, we will compare the political systems keeping in mind four questions: 1 what similarities and differences exist among and between the types of political systems in each category and, 2 how their goals and policies are achieved and, 3 what kind of institutions shape those policies and goals and, 4 how important are the institutions in structuring the policies and their processes. A grade of "C" or better is required for all majors and/or minors in Political Science and International Studies. Normally offered once a year. *Prerequisite: POLS 1101.*

**POLS 2401***Introduction to Global Issues (3-0-3)*

A course that focuses on major global issues and problems. A grade of "C" or better is required for all majors and/or minors in Political Science and International Studies. Normally offered every semester. *Prerequisite: POLS 1101.*

**POLS 2701***Introduction to Political Methodology & Research (3-0-3)*

A survey of the scope and methods of political science, emphasizing the scientific study of political behavior and the terms, concepts, theories, and principles of political science. Required of all majors and is a prerequisite for all upper division courses. Normally offered every semester. *Prerequisite: POLS 1101 with a grade of "C" or better.*

**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 constitution of these four countries and their political and economic developments after the Second World War. Normally offered once a year. *Prerequisite: POLS 1101, 2201, 2701 with a grade of "C" or better.*

**POLS 3201***Government & 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. Normally offered once a year. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a 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. Normally offered once a year. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**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. Normally offered every other Spring semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 3501***Ancient Political Thought (3-0-3)*

A critical inquiry into the political philosophy of ancient Greek thought. The theme is the relationship of theory to practice, which is analyzed from the perspective of differentiated human experience, the struggle to explain the meaning of existence and the place of human being in the world. The theoretical foundations of Plato's thought are explored, while from Aristotle's thought the practical applications of philosophy to political action will be analyzed. The aim is to understand political philosophy not only as an expression of experienced reality but also as a standard for moral/political existence. Normally offered every Spring semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 3601***Modern & Contemporary Political Thought (3-0-3)*

A critical inquiry into the problems of classical liberal theory in an attempt to understand some of the questions confronting contemporary Western democracy. The inquiry concentrates on three themes: the isolation of the modern individual in a changing world, problematic requirements for political consciousness, and the inherent conflict of self-interest and the good of the whole. Normally offered every other year. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 3701***American Political Thought (3-0-3)*

The focus of this course will on constructed justice as the political questions of rights and obligations are disclosed in the debate between liberal theorists who oppose a conception of justice grounded in rights revealing a strong sense of individualism to a communitarian conception of justice grounded in the good that reveals a framework of self-understanding that presupposes a conception of community. Normally offered Biannually. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 3801***International Relations Theory (3-0-3)*

International Relations Theory 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. Normally offered every Spring semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**OLS 4101/6101***State Government (3-0-3)*

A broad based approach to organizational forms, functions and procedures of state governments. Powers of state governors, legislatures, and courts are discussed. 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 advisor's approval. Normally offered every other year. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a 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 advisor's approval. Normally offered every other year. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a 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 advisor's approval. Normally offered every Fall semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4401/6401***Government Organization & 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 advisor's approval. Normally offered every Spring semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a 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; interplay of political, social, and economic forces with the development of constitutional doctrine. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Normally offered yearly. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4601/6601***Constitutional Law: Civil Liberties (3-0-3)*

A study of the development of the constitutional protection of civil liberties in the U.S., emphasizing due process, criminal procedure, 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 advisor's approval. Normally offered every other year. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a 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 advisor's approval. Normally offered yearly. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a 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 advisor's approval. Normally offered yearly. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4901/6901***European Union: Institutions & Policies (3-0-3)*

The course outlines the composition of European Union's institutions, their structures and functions. It institutions exercise authority. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Normally offered yearly. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a 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 advisor's approval. Normally offered every other Spring semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4903/6903***International Law & 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 advisor's approval. Normally offered every other Spring semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4904/6904***Politics of Latin American (3-0-3)*

This course is designed to provide students with general information on 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 advisor's approval. Normally offered every Fall semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a 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 advisor's approval. Normally offered annually. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4906***Cullum Lecture Series (3-0-3)*

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. Normally offered each Spring semester. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4907/6907***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 advisor's approval. Normally offered every other year. *Prerequisite: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4908***Undergraduate Internship (3-0-3)*

An internship is a service-learning experience based in an institution or agency, emphasizing the completion 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: POLS 1101, POLS 2201 & POLS 2701 with a grade of "C" or better.*

**POLS 4909/6909***Political Science Methods (3-0-3)*

A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression. Emphasis upon comprehension of the assumptions and uses of the methods rather than statistical manipulations. Students will be introduced to computer manipulation of data. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Normally offered every other year. *Prerequisite: POLS 2201, 2701 with a grade of "C" or better.*

**POLS 4910***Study Abroad (3-0-3)*

Requires approval of department chair.

# 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, 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)

## **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: Permission of instructor.*

## **PSYC 2101**

### *Introduction to the Psychology of Adjustment (3-0-3)*

An examination of applied psychological theory and research, especially related to factors which enhance or challenge mental health and well being. Emphasis will be placed on prevention, self-exploration and personal growth. Among the topics considered will be values development, conflict and its resolution, lifestyle management, anxiety and stress, motivation, emotions and their control, physical and mental wellness, 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 are presented with emphasis on applying concepts to life experience. 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, Child and Adolescent Psychology, and/or PSYC 3133, Adult Development and Aging.

## **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 statistical methods most widely used in the analysis of psychological data, including both descriptive and inferential statistics. Consideration will be given

to both parametric and nonparametric statistics commonly used in correlational and experimental designs. Computer applications will be utilized. This course is a prerequisite to PSYC 3122, Research Methods, and to all 4000-level PSYC courses. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 3122** *Research Methods (3-2-4)*

A survey of the most commonly used research designs and methods in psychology, including both experimental and correlational methods. The philosophy of science, research ethics, synthesis of research literature, and report writing in the style of the Publication Manual of the American Psychological Association will also be covered. Students will conduct research projects to gain practical experience. This course is a prerequisite to all 4000-level PSYC courses. *Prerequisite: PSYC 1101, and PSYC 3121 or MATH 2210, each with a grade of C or better*

**PSYC 3131** *Child and Adolescent Development (3-0-3)*

A focused study of behavioral and maturational changes from conception through adolescence. Developmental theories and research are presented with emphasis on applying concepts to life experiences. Laboratory experience may be available to individual students at the discretion of the instructor. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 3133** *Adult Development and Aging (3-0-3)*

The study of physical, cognitive, behavioral, and psychosocial changes occurring from young adulthood to old age. Focus is placed on areas of special relevance to adults and aged individuals including parenting, relationships, work and retirement, preventative health measures, and death and dying issues. Experiences supplemental to those in the classroom will be gained in community settings. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 3140** *Theories of Personality (3-0-3)*

A survey of the major theories of personality, together with research on the biological, sociocultural and psychological foundations of personality. Emphasis will be placed on the integrated aspects of personality. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 3148** *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: PSYC 1101 with a grade of C or better.*

**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: PSYC 1101 with a grade of 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, as well as the construction of individual perceptions

of reality. The course addresses how sensory and perceptual processes affect such things as illusions, deviance, reproduction, consumer preferences, art appreciation, conflict resolution, problem solving and cognition. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 3170**

*Consumer Behavior (3-0-3)*

A survey of the shopping, purchasing, and consumption behaviors of individuals and groups as determined by marketing efforts, social influence, and self-initiated information search and decision making. Topics will include, but will not be limited to, models of consumer behavior, the diffusion of innovations, brand loyalty, lifestyle research, and economic and demographic influences. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 3180**

*Drugs and Behavior (3-0-3)*

An introduction to psychopharmacology in its broadest sense. Following a review of the basic mechanisms of drug action, the course will examine the effects of a variety of drugs and drug categories on behavior and mental processes. Drug abuse, addiction, psychotherapeutic drugs, psychomimetic drugs, and cultural/legal issues will receive major attention. *Prerequisite: PSYC 1101 with a grade of 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: PSYC 1101 with a grade of 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 and deviations, sex crimes, and victims of sexual assault will also be topics of consideration. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 3190**

*Psychological Careers (1-0-1)*

A critical 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, developing a portfolio, projected job opportunities in psychology and related areas, and review of various educational, certification and licensing requirements. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 4115**

*History and Systems of Psychology (3-0-3)*

The scientific and philosophic antecedents and trends influencing the progress of psychology and the development of its principal theoretical schools. Emphasis will be placed upon understanding current trends from an historical perspective. *Prerequisite: PSYC 3122 with a grade of 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: PSYC 3122 with a grade of C or better.*

**PSYC 4145** *Clinical Psychology (3-0-3)*  
A critical examination of various forms of intervention with disturbed individuals. Students will study models of pathology, make diagnoses from biographical and test materials, and observe taped diagnostic and psychotherapeutic sessions. Emphasis is placed on comparison of major models in the practice of psychology and medicine. *Prerequisite: PSYC 3122 and PSYC 3148, each with a grade of C or better.*

**PSYC 4165** *Learning and Cognition (2-2-3)*  
An examination of the principle methods and theories of learning and thinking, with emphasis on contemporary research on human learning, memory, language, and cognition. *Prerequisite: 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: PSYC 3122 with a grade of C or better.*

**PSYC 4178** *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/life satisfaction, leadership, and organizational structure and development. *Prerequisite: PSYC 3122 with a grade of C or better.*

**PSYC 4180** *Biological Psychology (2-2-3)*  
An examination of biological foundations of behavior and mental processes to include learning and memory, sensation and perception, emotion, motivation, cognition, intelligence, personality and deviance. The laboratory component will emphasize neuroanatomy and understanding methods of studying biopsychological questions. *Prerequisite: PSYC 3122 with a grade of C or better.*

**PSYC 4185** *Comparative Psychology (3-0-3)*  
The development of anatomical structures and the influence of environmental factors on the behavior of species throughout the phyletic scale. Emphasis is on inter-species comparison and the understanding of human behavior in terms of its evolutionary antecedents. *Prerequisite: PSYC 3122 with a grade of C or better.*

**PSYC 4190** *Cullum Lecture Series (Var)*  
A variable-content and interdisciplinary course which has been identified by the American Association of State Colleges and Universities as one of the ten most innovative programs. Students will hear lectures by nationally known scholars with expertise in the topic chosen for each year, attend films and/or panel discussions, participate in class discussion and prepare a project relevant to the course's topic and the field of psychology. *Prerequisite: PSYC 1101 with a grade of C or better.*

**PSYC 4195***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. *Prerequisites: PSYC 3122 with a grade of C or better, and prior permission of the instructor who may establish additional prerequisites.*

**PSYC 4196***Undergraduate Internship (Var)*

An applied learning experience based in an institution or agency and emphasizing the completion of specific tasks and the acquisition of the specific knowledge and skills under the supervision of Augusta State University and the cooperating institution or agency. Note: Registration for this course may require prior planning with the Director of Undergraduate Internships in order to establish a contractual relationship with the supervising agency. *Prerequisites: PSYC 3122 with a grade of C or better, senior standing, and prior permission of the Director of Undergraduate Internships.*

**PSYC 4199***Undergraduate Research (Var)*

Supervised laboratory or field investigation on a psychological topic of mutual interest to the student and the supervisor. Note: This course usually requires advanced planning since data gathering enterprises must be preapproved by assurance committees of the university and host agency (if any). *Prerequisites: PSYC 3122 with a grade of C or better, senior standing, and prior permission of a faculty sponsor.*

**PSYC 6115***History and Systems of Psychology (2-0-2)*

This course is designed to provide an overview of the philosophical, scientific and psychological literature which preceded and shaped modern psychology. Emphasis is placed on the emergence of major psychological systems and on critiques of psychological literature with respect to such issues as diversity, reductionism, determinism, quantification, and the mind-body problem.

**PSYC 6121***Research Methods I (1-2-2)*

Theory and application of experimental and correlational design in psychological research focusing on univariate designs and analysis. Topics include but are not limited to control of confounding and extraneous variables, generating and testing hypotheses, variance, and analysis of quantitative data. The use of computers in research and analysis will be an integral part of the course.

**PSYC 6122***Research Methods II (1-2-2)*

A continuation of PSYC 6121 in examining the theory and application of experimental and correlational designs in psychological research. Focus is placed particularly on multivariate designs and analyses, with other topics including qualitative analyses, research ethics, and APA style guidelines. Computer application of course material will be emphasized. *Prerequisite: PSYC 6221, with a grade of C or better.*

**PSYC 6125***Tests and Measurement (2-0-2)*

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. *Prerequisite: PSYC 4125 or PSYC 6125, with a grade of C or better.*

**PSYC 6127***Psychological Assessment II (2-2-3)*

Administration and interpretation of psychological tests, with emphasis on projective instruments, personality inventories, and on psychological report writing. *Prerequisites: PSYC 6143 and PSYC 6126, each with a grade of C or better.*

**PSYC 6130***Developmental Psychology (2-0-2)*

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 (2-0-2)*

The study of the dispositional, biological, psycho- and neoanalytic, learning, phenomenological and cognitive self-regulation perspectives of personality. Special emphasis is placed on critiques of the various perspectives using contemporary research.

**PSYC 6143***Behavior Pathology (2-2-3)*

The study of maladaptive behavior, including current taxonomic systems, with emphasis on theoretical and research dimensions associated with behavior pathologies. *Prerequisite: 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 examination and comparison of therapeutic models including psychodynamic, behavioral, humanistic and cognitive-behavioral models, as applied to behavior disorders and problems of daily living. Practical training in interviewing and therapy is provided by means of supervised practice and videotape recordings. *Prerequisite: PSYC 6143, with a grade of C or better.*

**PSYC 6146***Therapeutic Interventions in Clinical and Counseling Psychology II (2-2-3)*

A continuation of PSYC 6145, with critical examination and comparison of therapeutic models including psychodynamic, behavioral, humanistic and cognitive-behavioral models, as applied to behavior disorders and problems of daily living. Practical training in interviewing and therapy is provided by means of supervised practice and videotape recordings. *Prerequisites: PSYC 6143 and PSYC 6145, each with a grade of C or better.*

**PSYC 6147***Seminar in Group Process (2-2-3)*

The application of theory to group intervention. Group interactions are used to explore feelings, attitudes, and interpersonal impact upon others. Techniques of group facilitation and personal exploration are emphasized.



**PSYC 6148***Marriage and Couples Therapy (2-0-2)*

An introduction to the premier psychological theories underlying therapeutic work with couples. Various theoretical perspectives and their subsequent clinical application will be explored, including psychoanalytic, experiential, behavioral, and family systems approaches. The course also addresses special topics frequently encountered when working with couples, including love and intimacy, divorce, cross-cultural marriages, gender issues, marital violence, alternative life-styles, sexuality and sex therapy, extramarital affairs, religious differences and parenting styles. Finally, ethical considerations specific to working with couples are explored and examined.

**PSYC 6150***Human Diversity (2-0-2)*

This course is designed to explore several broad areas of diversity, including race, gender, ethnicity, sexual orientation, age and disability. Empirical literature is critically examined with respect to conscious and unconscious socio-political biases that affect research design, data collection and results interpretation. Implications for counseling and therapy with diverse groups is included.

**PSYC 6165***Learning and Cognition (2-0-2)*

Methods, theoretical concepts and empirically derived principles of conditioning, learning and cognition with human and animal subjects.

**PSYC 6173***Social Psychology (2-0-2)*

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.

**PSYC 6178***Industrial-Organizational Psychology (2-0-2)*

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 (2-0-2)*

Consideration of the biological bases of behavior, particularly the role of forebrain structures on sensation and perception, learning and memory, language and cognition, emotion and motivation, and psychological disorders. Clinical neuropsychology will receive special focus. An undergraduate course in biological psychology is recommended, but not required.\*

**PSYC 6182***Clinical and Addictive Psychopharmacology (2-0-2)*

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.

**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 6195***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. *Prerequisites: Graduate status and prior approval by the faculty instructor or supervisor.*

**PSYC 6196***Clinical Internship (Var)*

Individually supervised clinical or counseling field work in an applied setting relevant to the student's professional goals. May be repeated for credit. *Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.*

**PSYC 6197***Teaching Internship (Var)*

Individually supervised field work in a teaching or educational setting relevant to the student's professional goals. May be repeated for credit. *Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.*

**PSYC 6198***Research Internship (Var)*

Individually supervised fieldwork of a research nature relevant to the student's professional goals. May be repeated for credit. *Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.*

**PSYC 6199***Research and Thesis (Var)*

Independent research conducted under the supervision of a faculty advisor. May be repeated for credit. *Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.*

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## **QUAN - Management Science Courses**

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**QUAN 3600***Operations Management (3-0-3)*

Modern approaches and techniques for managing operations and technology, with an emphasis on service industries and internal operations. TQM philosophy and tools provide a course foundation, and standard operations environments (e.g., just-in-time, materials requirements planning), and methods (e.g., linear programming, project management, decision theory) are explored. *Prerequisites: MATH 3110, MINF 2201, with grades of C or better and 50 semester hours, including successful completion (grade of C or better) of at least four of the six BBA Core Area F courses.*

**QUAN 4610***Production Management (3-0-3)*

Techniques and practice of production management, emphasizing production scheduling worker supervision, bottleneck identification and elimination, assessing flows and inventories, and addressing improvement through reduction of variation. *Prerequisites: MATH 3110, MINF 2201, and QUAN 3600 with a grade of C or better in each.*

**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 management, operations, finance and marketing. Will use spreadsheets to implement models, determine best decisions and to understand risk. Documentation and communication of results graphically will be emphasized. *Prerequisites: MATH 3110, MINF 2201, with grades of C or better, and 50 semester hours, including successful completion (grade of C or better) of at least four of the six BBA Core Area F courses.*

**QUAN 4630***Operations Management Systems (3-0-3)*

Design, development, and use of information systems which support operations planning and control will be studied. Advanced spreadsheets, database managers, and optimization software will be applied to operations decisions, scheduling, and production reporting. Operations systems in place at regional firms will be studied. *Prerequisites: MINF 2201 and MATH 3110, with grades of C or better, and 50 semester hours, including successful completion (grade of C or better) of at least four of the six BBA Core Area F courses.*

**QUAN 6600***Applied Business Research (3-0-3)*

The purpose of business research is to assist managers in making more informed and responsible decisions. The basic intention of this course is to sharpen critical thinking processes by studying and applying scientific methods to problem solving. Major topics include problem identification, research designs, data collection methods, sample design, data analysis and interpretation, report preparation and the ethics of business research. To be taken early in the program. *Prerequisites: Graduate (MBA) student status and MATH 3110 or equivalent.*

**QUAN 6610***Designing, Managing, and Improving Operations (3-0-3)*

This course will provide students with the tools to quantitatively study business problems. The students will learn to organize their thoughts such that the best available data can be used to generate optimum solutions to problems. Production management, design of experiments, and statistical quality control will be emphasized. *Prerequisite: Graduate (MBA) student status and MATH 3110 or equivalent.*

**QUAN 6690***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. *Prerequisites: Graduate (MBA) student status and MATH 3110 or equivalent.*

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## **READ - Developmental Reading Courses**

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**READ 0097***Developmental Reading I (3-0-3)*

This is a basic reading course designed to meet the needs of students entering college with a deficiency in reading. Emphasis is on reading skills that are basic to improving general reading comprehension. (Credit for this course is not applicable

to degree programs and is not transferable to other institutions.) *Prerequisite: Reading CPE Score of 62-72.*

**READ 0099**

*Developmental Reading II (3-0-3)*

This is a diagnostic and individualized reading course designed for those students who have inadequate reading and study skills to function successfully in regular college courses. 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: READ 0097 or Reading CPE Score of 73-76.*

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## **SABR - Studies Abroad Courses**

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**SABR 2930**

*Studies Abroad (3-0-3)*

Introductory language and/or civilization abroad. Designed primarily for freshmen and sophomores, or those at the initial stages of a foreign language. An internship may be a component of the course.

**SABR 3930**

*Studies Abroad (3-0-3)*

Intermediate level of study of language, civilization, business, or science abroad. Designed primarily for juniors and seniors, or those placing at this level. An internship may be a component of the course. Credit varies up to 15 semester hours per term. *Prerequisites: Foreign language 2002 or equivalent.*

**SABR 4930**

*Studies Abroad (3-0-3)*

Advanced study of language, civilization, business, or science abroad. Designed primarily for students placing at this level, including post-graduate or graduate students not concentrating in the discipline for which they seek credit. An internship may be a component of the course. Credit varies up to 15 semester hours per term. *Prerequisites: Foreign language 2002 or equivalent.*

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## **SCED - Secondary Education Courses**

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**SCED 4101**

*The Secondary School Student:  
Implications for Curriculum, Instruction,  
Assessment, and Management (3-0-3)*

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 the secondary student population in terms of its diversity and distinctive special needs; it will explore the implications of these learner characteristics for curriculum, instruction, assessment, and school organization. The course will also examine various secondary school classroom management strategies in relation to curricular goals and the nature of the secondary student. Legal and ethical issues of the secondary school will also be studied in this course. *Prerequisites: Admission to teacher education.*

**SCED 4102**      *Secondary School Context and Curriculum Coherence (3-0-3)*  
Using knowledge 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. *Prerequisites: Admission to teacher education.*

**SCED 4201**      *Secondary Social Studies Content Pedagogy I (3-0-3)*  
Using strategic learning principles (Gowin & Novak, Jones, et.al.) and conceptual schema students will learn to organize the content of social science disciplines and history into typologies (factual knowledge, conceptual categories, descriptive, hypothetical and explanatory generalizations, etc.) using the work of Martorella, Gagne, Bloom, etc. Students will consider the structures of social sciences disciplines, their primary methods and protocols of inquiry in generating and testing knowledge claims; they will examine the implications of these structural features and methodologies 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. *Prerequisites: Admission to teacher education.*

**SCED 4202**      *Secondary Social Studies Content Pedagogy II (3-0-3)*  
This course emphasizes the process of applying the understandings developed in SCED 4201 to the design of instruction and assessment. In the instructional design portion of the course particular emphasis will be placed on incorporating: a) consideration of student diversity, b) questioning strategies, c) strategies for cultivating critical thinking and meta-cognition, d) strategies for honing content related reading comprehension skills. 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. *Prerequisites: Admission to teacher education.*

**SCED 4301**      *Secondary Mathematics Pedagogy I (3-0-3)*  
Students will examine secondary school mathematics teaching and learning from a problem-solving perspective. 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. *Prerequisites: Admission to teacher education.*

**SCED 4302**      *Secondary Mathematics Pedagogy II (3-0-3)*  
Using knowledge bases derived from educational research, from national, state, and local curriculum standards, and from secondary school policies, 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. Students will read, interpret, and evaluate

literature concerning mathematics education. Computer and electronic technologies appropriate to secondary mathematics curriculum will be examined and utilized to develop introductory competencies. *Prerequisites: Admission to teacher education.*

**SCED 4401**

*Science Pedagogy I (3-0-3)*

In this course students will examine, in relation to typologies of learning (Bloom and Gagne), 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 at both the lesson and unit levels for applying these instructional approaches, incorporating appropriate technologies and considerations of student diversity as learners. (1 hr lab) *Prerequisites: Admission to teacher education.*

**SCED 4402**

*Science Pedagogy II (3-0-3)*

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. Skills and strategies for assessing science learning, promoting development of secondary students' reading and writing skills through the science curriculum will be developed. *Prerequisites: Admission to teacher education.*

**SCED 4501**

*Secondary English Pedagogy I (3-0-3)*

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, and language development. Students will develop skills necessary to plan instructional units and lessons that accommodate diverse learners and that incorporate print, technological and other non-print sources of content. Students will be able to synthesize research related to literature, reading and language instruction in secondary settings in order to utilize this research in planning, implementing and evaluating secondary English curriculum and instruction. *Prerequisites: Admission to teacher education.*

**SCED 4502**

*Secondary English Pedagogy II (3-0-3)*

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. Students will develop the critical analytical skills needed to select and evaluate curriculum and materials, particularly adolescent literature, on the basis of sound criteria. *Prerequisites: Admission to teacher education*

**SCED 4901**

*Secondary Apprenticeship (12-0-12)*

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. *Prerequisites: Successful completion of teacher education course work and all requirements for the subject area major.*

### **SCED 4902**

*Secondary Apprenticeship (3-0-3)*

Taken concurrently with apprenticeship, students examine issues and problems of practice. Students reflect on and synthesize the conceptual and theoretical constructs of pedagogy with the complexity of practice. *Prerequisites: Successful completion of teacher education course work and all requirements for the subject area major. Taken simultaneously with SCED 4901.*

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## **SOCI - Sociology Courses**

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### **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. *Prerequisites: 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)*

Prerequisite for all 300/400 level sociology courses. An analytical and critical approach to the study of contemporary social problems. *Prerequisite: SOCI 1101.*

### **SOCI 2241**

*Multicultural Diversity (3-0-3)*

Introduces student to the Multicultural construction of contemporary American Society. Focusing on social realities and identities constructed over gender, class, race, national origin, religion, language, and sexuality, the course explores marginality, intergroup relations, areas of inequality, and strategies for equality. Integrated by a sociological study of minority-majority relations, the course will examine the history of American race, class, gender, and ethnic relations their changes over time, and their contemporary manifestations across a variety of social institutions. Overarching issues will be the diversity introduced by European colonialism and by multinationalism, America as cauldron of cultural diversity, and shifting political and social challenges to reality focused on negotiated marginal identities. *Prerequisites: None*

### **SOCI 3303**

*Sociology of the Family (3-0-3)*

Study of the family as an institution in society. Examines why the family takes the 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, and racial differences, and historical and comparative materials. Provides an opportunity to understand the general structures and processes that produce individual experiences and relationships in families. *Prerequisites: SOCI 1160.*

**SOCI 3317** *Sociology of Medicine (3-0-3)*

An overview of the central theories, concepts, and research findings in medical sociology. Reviews the course and experiences of illness and patient-practitioner relationships, of the social construction of disease, of professional medical subcultures and institutions, and of the structure and political economy of the American health care system. *Prerequisites: SOCI 1101 and SOCI 1160.*

**SOCI 3320** *Sociology of Aging (3-0-3)*

Designed to foster a understanding of 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 trend, opportunities, and challenges. *Prerequisites: SOCI 1160.*

**SOCI 3330 (Cross listed as CJ 3330)** *Social Deviance: (3-0-3)*

Covers theoretical and empirical issues in the understanding and designations of deviant behavior; addresses the analysis or the social causes and consequences of deviance, conformity, and societal reactions. *Prerequisites: SOCI 1101 and SOCI 1160.*

**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. *Prerequisites: SOCI 1 101 and SOCI 1160.*

**SOCI 3350** *Sociology of Organizations (3-0-3)*

Sociological analysis of micro and macro structures and processes of formal/complex organizations. Emphasizes diversity of theory and research in the area of complex organizations; the internal functioning and structure of organizations; and external and macro processes which influence the structure and dynamics of complex organizations. Attention is given to the historical development of complex organizations nationally and internationally. *Prerequisites: SOCI 1101 and SOCI 1160.*

**SOCI 3360** *World Population and Development (3-0-3)*

Basic introduction to theory and dynamics of such demographic processes as fertility, mortality, emigration and immigration, population composition, and density. Examines issues of growth and environmental problems, social problems, political and economic processes, world food supply, and sustainability. *Prerequisites: SOCI 1101 and SOCI 1160.*



**SOCI 3373***Social Psychology (3-0-3)*

Examines social interactions that relates 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. Appreciation of the use of unobtrusive methods for studying social life and social interaction. *Prerequisite: SOCI 1101 or PSYC. 1101*

**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. *Prerequisites: SOCI 1101 or permission of the instructor.*

**SOCI 3380***Sociological Theory (3-0-3)*

Critical examination of the modern grounding of sociological theory based on the works of such classical theorists as Durkheim, Marx, Weber, and Simmel. The emergence of contemporary theoretical paradigms such as structural-functionalism, conflict theory, symbolic interactionism are examined. Analysis of structure are contrasted with theoretical perspectives focused on agency and process. Strategies for applying a selection of theoretical perspectives and the assessment of major controversies surrounding contemporary social theory such as positivism, postmodernism, and cultural analysis are addressed. *Prerequisites: SOCI 1101 and SOCI 1160.*

**SOCI 3381***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. *Prerequisites: SOCI 1101, SOCI 1160, MATH 1101 or MATH 1111.*

**SOCI 3382***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. *Prerequisites: SOCI 3381.*

**SOCI 3385***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. Includes an examination of theoretical explanations of religion, of empirical evidence for the interpenetration of religion and other social institutions, of religious variety and commonalities, of the diversity of American religions, and of historical-comparative religious expressions. *Prerequisites: SOCI 1101 and SOCI 1160.*

**SOCI 3395***Selected Topics (3-0-3)*

A variable content course which allows students the opportunity to enroll in specifically titled courses from time to time. These upper division courses center around topics not offered in the regular sociology curriculum. *Prerequisites: SOCI 1101 and permission of the instructor.*

**SOCI 4404***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. Special attention will be given to the analysis and understanding of local urban social problems. *Prerequisites: SOCI 1101/SOCI 1160.*

**SOCI 4413***Sociology of Education (3-0-3)*

This course focuses on the relationships between Education and Society in the United States. It will examine the historical and present conditions of society and the forces and motivations which have shaped 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. Theories of socialization, cognitive development, symbolic interaction and conflict will be applied to analyze the processes and outcomes of education. *Prerequisites: SOCI 1101 and SOCI 1160 or EDUC 2101 and EDUC 2102 or permission of instructor.*

**SOCI 4421***Gerontology (3-0-3)*

An advanced and applied course which deals with 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. *Prerequisites: SOWK 1111 or SOWK 2234 or SOCI 1101 or permission of instructor.*

**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 offender by probation, imprisonment, and parole are addressed in terms of philosophy and policy. *Prerequisites: CJ 1103 or SOCI 1101; and SOCI 1160.*

**SOCI 4432***Juvenile Delinquency(3-0-3)*

A survey of the philosophy, theory, and history of juvenile delinquency, including its causes, preventions, and measurement from sociological perspectives. The history of youth and the family are used to provide the foundations for the invention of delinquency and its unique social and legal reactions. Contemporary social institutions including the family, community, church, and school are related to the incidence of juvenile delinquency. *Prerequisites: CJ 1103 or SOCI 1101; and SOCI 1160.*

**SOCI 4435***Women Crime, and the Criminal Justice (3-0-3)*

Provides 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, and perspectives grounded in sociology of gender. *Prerequisites: SOCI 1101 or CJ 1103, and SOCI 1160.*

**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. Particular emphasis will be placed on application of sociological insights to the advancement of the goal of increased equality and democracy for all Americans.

*Prerequisites: SOCI 1101 and SOCI 1160.*

**SOCI 4442***Sociology of Women (3-0-3)*

An introduction to the sociology of women. It will examine and analyze the nature, causes, and consequences of women's status in American society. Sociological insights and concepts will be employed in observing, interpreting, and analyzing the social processes creating and reinforcing gender roles and the status of women in American society. *Prerequisites: Sociology 1101 and SOC 1160.*

**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. Social movement coverage includes: the labor movement, the environmental movement, student movements, anti-war movements, nationalist and identity movements, and conservative movements. Emphasis is placed on the etiology of social movements, their causes, consequences, and social implications.

*Prerequisites: SOCI 1101, SOCI 1160.*

**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.

*Prerequisites: SOCI 1101, SOCI 1160.*

**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. *Prerequisites: SOCI 1101 and SOCI 1106.*

**SOCI 4490***Cullum Lecture Series (3-0-3)*

*A variable content course which has been identified by the American Association*

of State Colleges and Universities as one of the country's ten most innovative program. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend, films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. *Prerequisites: CJ 1103 and SOC 1160.*

**SOCI 4495**

*Selected Topics (3-0-3)*

A variable content course to be used 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 which allows students to pursue an in-depth study of a specialized area in sociology under faculty supervision. *Prerequisites: Junior or senior standing; 20 hours of advanced sociology; permission of instructor; and contractual agreement with department chair.*

**SOCI 4496**

*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. *Prerequisites: permission of instructor USED IN PROGRAM(S) Minor in Social Work.*

**SOCI 4499**

*Undergraduate Research (3-0-3)*

Students desiring to do independent research on a topic of their choice selected in consultation with an instructor, must obtain the permission of instructor who will supervise the research. The student must submit a contract proposal for the research project prior to enrolling in the course. *Prerequisites: Junior or Senior Standing; 12 hours of advanced sociology; and contractual agreement with department chair.*

**SOCI 6613**

*Sociology of Education (3-0-3)*

This course focuses on the relationships between Education and Society in the United States. It will examine the historical and present conditions of society and the forces and motivations which have shaped public application of sociological theories and insights to the advancement of the goal of increased effectiveness of schools, teachers and students. Theories of socialization, cognitive development, symbolic interaction and conflict will be applied to analyze the processes and outcomes of education. *Prerequisites: SOCI 1101 and 2202 or EDUC 2101 and 2102; Graduate Student status; or permission of instructor.*

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## **SOWK - Social Work Courses**

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**SOWK 1111**

*Introduction to Social Work (3-0-3)*

Introduction to the discipline and profession of social work: place in society knowledge, skills and values bases, traditional methods of intervention (individual, group, family and community). System analysis provides the theoretical and practical framework for exploring these areas. *Prerequisites: None*

**SOWK 2234***Introduction to Social Welfare (3-0-3)*

Examines the contemporary human needs; programs and policies as expressions of current social values and benefits. Some assessment of program effectiveness and social implications of the welfare society. *Prerequisites: None*

**SOWK 3322***Agencies and Services (3-0-3)*

Concerned with human service agencies and organizations: staff, clients, structure, delivery of services, administration. A strong emphasis is given to developing knowledge of area agencies and resources. *Prerequisites: SOWK 1111 or SOWK 2234 or permission of instructor.*

**SOWK 3346***Methods of Social Work (3-0-3)*

Generalist social work practice and the problem-solving process as used in working with individuals, groups, and communities is emphasized as is the development of interviewing, counseling, planning, and reporting skills and techniques. *Prerequisites: SOWK 1111 or SOWK 2234 or permission of instructor.*

**SOWK 3358***Field Placement (3-0-3)*

Field placement involves 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. *Prerequisites: SOWK 3346*

**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. *Prerequisites: SOCI 1101 or permission of the instruction.*

**SOWK 4421***Gerontology (3-0-3)*

An advanced and applied course which deals with 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. *Prerequisites: SOWK 1111 or SOWK 2234 or SOCI 1101 or permission of instructor.*

**SOWK 4495***Selected Topics (3-0-3)*

A variable content course to be used 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 which allows students to pursue an in-depth study of a specialized area in sociology under faculty supervision. *Prerequisites: Junior or senior standing; 20 hours of advanced sociology; permission of instructor; and contractual agreement with department chair.*

**SOWK 4496***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.

*Prerequisites: permission of instructor USED IN PROGRAM(S) Minor in Social Work.*

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## SPAN - Spanish Courses

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### **SPAN 1001**

*Elementary Spanish (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. May not be taken for credit by students who have had one or more units of Spanish in high school.

### **SPAN 1002**

*Elementary Spanish (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. Regular credit will not be given to students who have had Spanish in high school. *Prerequisites: SPAN 1001 or placement.*

### **SPAN 2001**

*Intermediate Spanish (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. *Prerequisites: SPAN 1002 or placement.*

### **SPAN 2002**

*Intermediate Spanish (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 SP 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. *Prerequisites: SPAN 2001 or placement.*

### **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. *Prerequisites: SPAN 2002 or equivalent or by permission of instructor.*

**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. *Prerequisites: SPAN 2002 or equivalent.*

**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. *Prerequisites: SPAN 2002 or equivalent.*

**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. *Prerequisites: SPAN 2002 or equivalent.*

**SPAN 3300***Spanish Composition. (3-0-3)*

A course designed to promote the student's ability to express himself or herself correctly in written Spanish and become acquainted with different styles. Emphasis on vocabulary building, advanced grammar. Some expository writing, letter writing, and creative writing. *Prerequisites: SPAN 2002 or equivalent.*

**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. *Prerequisites: SPAN 2002 or equivalent*

**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. *Prerequisites: SPAN 2002 or equivalent.*

**SPAN 3520***Drama in Spanish (3-0-3)*

An introduction to drama in Spain and Hispanic America, focussing on the performance and presentation of dramatic pieces. Emphasis on the development of reading, writing, oral and listening skills. *Prerequisites: SPAN 2002 or equivalent*

**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. *Prerequisites: SPAN 2002 or equivalent.*

**SPAN 3620***Medical Spanish (3-0-3)*

A course for intermediate 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. *Prerequisites: SPAN 2002 or equivalent.*

**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. *Prerequisites: SPAN 3100 or equivalent or by permission of instructor.*

**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. *Prerequisites: SPAN 3300 or equivalent.*

**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. *Prerequisites: SPAN 3510.*

**SPAN 4540***Hispanic Nobel Laureates (3-0-3)*

A study of all laureate writers, including stylistic and thematic comparisons showing their contributions to Hispanic Literature. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: SPAN 3510.*

**SPAN 4710***Spanish Film (3-0-3)*

An introduction to Spanish films focussing 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. *Prerequisites: SPAN 3510 and senior status or SPAN 3510 and permission of the instructor.*

**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. *Prerequisites: SPAN 3510 and senior status or SPAN 3510 and permission of the instructor.*

**SPAN 4801** *Methods and Materials for Teaching Foreign Language in the Elementary School (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. *Prerequisites: Senior status or permission of the instructor.*

**SPAN 4802** *Methods and Materials for Teaching Foreign Language in the Secondary School (3-0-3)* Methods and materials for teaching and testing foreign language listening, speaking, reading, writing, and cultural activities appropriate for secondary school learners. *Prerequisites: Senior status or permission of the instructor.*

**SPAN 4900** *Cullum Series (3-0-3)* A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. *Prerequisites: SPAN 2002 or equivalent.*

**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. *Prerequisites: SPAN 2002 or equivalent.*

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## SPED - Special Education Courses

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**SPED 3000** *Teaching Students with Disabilities (3-0-3)* An introductory course for general and special educators covering laws & litigations impacting special education, (b) pre-referral and referral procedures, (c) definitions and characteristics of individuals with disabilities and students with multiple abilities, (d) research-based instructional methodologies, strategies, and techniques, (e) collaboration/consultation, (f) classroom acceptance, and (g) assistive technologies.

**SPED 3001** *Policies and Procedures in Special Education (3-0-3)* An introductory course on (a) federal, state, and local rules and regulations, (b) basic policies and procedures in special education, (c) landmark legislation and litigations impacting the education of individuals with disabilities, and (d) current issues and trends in special education.

**SPED 3002** *Characteristics of Intellectual Disabilities (3-0-3)*

An overview of the field of mental retardation; includes historical, legal, philosophical, ethical, and programming issues; current trends and issues in the field.

**SPED 3003** *Educational Assessment of the Learner (3-0-3)*

An introductory course involving (a) basic assessment terminology, (b) administration of frequently used diagnostic instruments, (c) strengths and weaknesses of various assessment tools, and (d) evaluation and instructional recommendations.

**SPED 4001** *Methods/Materials for Teaching Students with Severe/Profound Disabilities (3-0-3)*

Methods/materials for teaching students with severe/profound intellectual disabilities throughout the life span including hands-on experiences; emphasis on creating lesson plans using age-appropriate functional skills.

**SPED 4002** *Methods/Materials for Teaching Students with Mild/Moderate Intellectual Disabilities (3-0-3)*

Methods and materials for teaching students with mild and moderate intellectual disabilities throughout the life span including hands-on experiences; emphasis on career education, transitions, and lesson plans emphasizing life skills.

**SPED 4003** *Behavior Management in Today's Schools (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.

**SPED 4004** *Collaboration/Consultation (3-0-3)*

An introductory course on effective collaboration/consultation skills, various education models (e.g., co-teaching, team teaching, consultant, etc.), barriers to effective collaboration/consultant, and possible solutions.

**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.

**SPED 6000** *Teaching Students with Disabilities (3-0-3)*

An in depth course for general and special educators covering (a) laws and litigations impacting special education, (b) pre-referral and referral procedures, (c) definitions and characteristics of individuals with disabilities and students with multiple abilities, (d) research-based instructional methodologies, strategies and techniques, (e) collaboration/consultation, (f) classroom acceptance, (g) assistive

technologies, (h) data analysis for special education services, and (i) current issues and trends in special education.

**SPED 6001** *Policies and Procedures in Special Education (3-0-3)*

An in-depth course on (a) federal, state, and local rules and regulations, (b) basic policies and procedures in special education, (c) landmark legislation and litigations impacting the education of individuals with disabilities, and (d) current issues and trends in special education.

**SPED 6002** *Assessment in Special Education (3-0-3)*

An in-depth course involving (a) basic assessment terminology, (b) administration of frequently used diagnostic instruments, (c) strengths and weaknesses of various assessment tools, (d) evaluation and instructional recommendations, (e) utilization of on-going authentic assessment to write, implement, and evaluate an Individualized Education Program, and (g) an in-depth case study.

**SPED 6003** *Behavior Management of Exceptional Learners (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.

**SPED 6004** *Collaboration/Consultation (3-0-3)*

An in-depth course on effective collaboration/consultation skills, various education models (e.g., co-teaching, team teaching, consultant, etc.), barriers to effective collaboration/consultant, possible solutions, and development/implementation of a collaborative model for educating students with disabilities.

**SPED 6101** *Characteristics/SLD (3-0-3)*

An introductory course in learning disabilities which covers (a) definitions; (b) academic, cognitive, perceptual/processing, social, emotional, and behavioral characteristics and needs of individuals with SLD; (c) historical development of the area of SLD as a field of study and major contributors; (d) various theories and philosophies affecting the field; and (e) current trends and issues.

**SPED 6102** *Materials and Methods in Learning Disabilities (3-0-3)*

A study of materials and research-based methodologies, strategies, and techniques utilized to effectively meet the academic, social, and emotional needs of individuals with learning disabilities. The course covers (a) individual and small group planning, (b) classroom management of activities and materials, (c) learning strategies and teaching techniques, (d) on-going evaluation procedures, (e) the affective domain (self-concept, teacher expectations, etc.)

**SPED 6103** *Practicum in Specific Learning Disabilities (0-3-3)*

An extensive field-based practicum teaching students who are learning disabled.

**SPED 6105** *Capstone-Learning Disabilities (3-0-3)*

An in depth project on an approved area in the field of learning disabilities.

**SPED 6201***Characteristics of Intellectual Disabilities (3-0-3)*

An overview of the field of mental retardation; 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 intellectual disabilities. Current perspectives in educational programming will be covered.

**SPED 6202***Methods and Materials for Teaching Students with Mild/Moderate Intellectual Disabilities (3-0-3)*

Methods and materials for teaching students with mild and moderate intellectual 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; several settings will be utilized (self-contained, resource, general).

**SPED 6203***Methods/Materials for Teaching Students with Severe/Profound Disabilities (2-1-3)*

Methods/materials for teaching students with severe/profound intellectual disabilities throughout the life span including hands-on experiences, emphasis on creating lesson plans using age-appropriate functional skills.

**SPED 6204***Practicum/Internship with Students with Intellectual Disabilities (0-3-3)*

This course provides experiences with students with intellectual disabilities at all ages (P-12) and all levels of severity; emphasis on writing and implementing meaningful lesson plans.

**SPED 6205***Capstone in Intellectual Disabilities (0-3-3)*

A culminating experience intended to assist the student in synthesizing the concepts, and content learned in the ID masters' program. The culminating experience will involve a service project in the community relating to persons with ID. The student will plan/implement an innovative project involving a service agency in the community involving parents and/or individuals with intellectual disabilities. A paper describing the results of the project will be submitted for publication.

**SPED 6300***Psychopathology of Children and Adolescents with Behavioral Disorders (3-0-3)*

This course is designed to examine the components of variant behavior so that teachers can obtain and/or provide appropriate services for children and adolescents with behavior disorders. The course will include the history and etiology and description of emotional and behavioral disorders, appropriate assessment procedures and treatment options for children and adolescents.

**SPED 6301***Characteristics of Students with Emotional and Behavioral Disorders (3-0-3)*

This course is designed to study the nature and characteristics of students with mild to severe behavior disorders. Issues related to the development, assessment, and labeling of conduct and emotional disorders as manifested in the home, school and community are stressed.

**SPED 6302***Methods and Techniques for Teaching Students with Emotional and Behavioral Disorders (3-0-3)*

This course is designed to study and develop skills in the methods and techniques required for success in teaching students with emotional/behavioral disorders. Individualized and group strategies are explored with applications to students with mild to severe disorders. An ecological approach to the adaptation of curriculum for students with specific emotional, behavioral, and educational needs is stressed.

**SPED 6303***Practicum Experience with Emotional/Behavioral Disordered Students (0-3-3)*

This course is designed to provide the opportunity for authentic experience in working with emotional/behavioral disordered students. It requires the planning, implementation, and evaluation of different methodologies and strategies for use with EBD students in public school classrooms and psycho educational centers.

**SPED 6304***Practicum Experience with Emotional/Behavioral Disordered Students (0-3-3)*

This course is designed to provide the opportunity for authentic experience in working with emotional and behavioral disordered students. It requires the planning, implementation, and evaluation of different methodologies and strategies for use with EBD students in public classrooms and psycho educational centers.

**SPED 6305***Capstone in Emotional and Behavioral Disorders (3-0-3)*

A culminating experience intended to assist the student in synthesizing the concepts and content learned in the EBD masters program. The culminating experience will involve the student's active participation in planned group experiences designed to lead to enhanced self-development and in an individual investigation such as the completion of an in-depth thesis on an approved topic in the field of emotional & behavioral disorders or the design, implementation, and evaluation of an individual or group community-based project with EBD students, their families, and/or professionals in the field of EBD.

**SPED 6404***Practicum/Internship in Interrelated Special Education (0-3-3)*

The student will gain first hand experiences working with students in an inter-related public school class; the emphasis is on writing and implementing lesson plans, making adaptations and modifications for students who attend general education classes.

**SPED 6405***Capstone in Interrelated (3-0-3)*

A culminating experience intended to assist the student in synthesizing the concepts, and content learned in the interrelated masters' program. The culminating experience will involve the student's active participation in planned group experiences designed to lead to enhanced self-development and in an individual investigation such as the completion of an in-depth thesis on an approved topic in the field of interrelated special education or the design, implementation, and evaluation of an individual or group community based project with students with mild EBD, mild ID, or LD, their families, and/or professionals in the field of interrelated special education.

**SPED 6501** *Characteristics of Preschool Children with Disabilities (3-0-3)*  
An introductory course concerning preschool children with special needs and their families. Definitions, educational traits, emotional and social characteristics, and assessment instruments are surveyed.

**SPED 6502** *Methods for Teaching Preschool Children with Disabilities (3-0-3)*  
The study of teaching methods and materials as they relate to preschool children with disabilities. Materials selection, conducting assessments, collecting data, writing and implementing lesson plans are emphasized.

**SPED 6503** *Language Development for Preschool Children with Disabilities (3-0-3)*  
An introductory course concerning preschool children with special needs and their families. Emphasis is on language development, remediation strategies, atypical patterns of development, and techniques for developing oral and aural language facility.

**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.

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## WELL - Wellness Courses

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**WELL 1000** *Wellness (3-0-3)*  
The course is designed to serve as a conceptual framework for wellness by integrating physical, mental, social, and environmental aspects of the individual. It is not just a fitness program. The philosophy of self-control, self-direction, and self-care are the underlying foundations of the course. Individuals are ultimately

responsible for their own optimal health, fitness, and well-being. The program encourages proactive behaviors by providing educational opportunities as well as opportunities and experiences which provide each participant as much personalized data as possible upon which to base lifestyle decisions.

#### **WELL 1010-1199 Individual/Dual Activities**

- 1010 Badminton/Table Tennis (1-0-1)
- 1011 Badminton (1-0-1)
- 1012 Beginning Golf (1-0-1)
- 1013 Advanced Golf (1-0-1)
- 1014 Bowling (1-0-1)
- 1015 Stunts and Tumbling (1-0-1)
- 1016 Track and Field (1-0-1)
- 1017 Pickleball (1-0-1)
- 1018 One Wall Handball (1-0-1)
- 1019 Tennis (1-0-1)
- 1020 Advanced Tennis (1-0-1)
- 1021 Downhill Snow Skiing (1-0-1)
- 1022 Rock Climbing/Orienteering (1-0-1)
- 1023 Hiking, Backpacking, and Camping (1-0-1)
- 1024 Yoga (1-0-1)
- 1025 Tai Chi (1-0-1)
- 1026 Self Defense (1-0-1)

#### **WELL 1201-1299 Team Sports**

- 1201 Basketball (1-0-1)
- 1202 Soccer(1-0-1)
- 1203 Softball(1-0-1)
- 1204 Flag Football (1-0-1)
- 1206 Team Handball (1-0-1)
- 1207 Grass Volleyball (1-0-1)
- 1208 Wallyball (1-0-1)

#### **WELL 1300-1399 Rhythmic Activities**

- 1301 Social/Folk Dance (1-0-1)
- 1302 Square/Country Line Dance (1-0-1)
- 1303 Creative Movement (1-0-1)

#### **WELL 1400-1500 Aquatics**

- 1400 Beginning Swimming (1-0-1)
- 1401 Fitness Swimming (1-0-1)
- 1402 Diving (1-0-1)
- 1403 Lifeguard Certification (1-0-1)
- 1404 Water Safety Instructor (WSI) (1-0-1)
- 1405 Water Polo (1-0-1)
- 1406 Canoeing (1-0-1)
- 1407 Beginning Scuba (1-0-1)
- 1408 Advanced Scuba (1-0-1)
- 1409 Swimming for Non-Swimmers (1-0-1)

**WELL 1501-1599 Fitness Activities**

1501 Aquacise (1-0-1)

1502 Step Bench/Body Conditioning (1-0-1)

1503 Aerobic Dance/Body Conditioning (1-0-1)

1504 Body Shaping (Women) (1-0-1)

1505 Body Building (Men) (1-0-1)

1506 Weight Training (1-0-1)

**WELL 1600-1699 Special Activities**

1601 Adapted Swimming Instruction (1-0-1)





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### Jan Kettlewell, Assistant Vice

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### David M. Morgan, Assistant

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**FACULTY**

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entry.)

**Arbaugh, Jr., Thomas, O.,**  
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University. 1994  
**Aubrey, Karen L.,** Associate  
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1990  
**Banister, Linda L.,** Associate  
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Tallahassee. 1989  
**Barnabei, Fred,** Professor of  
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dent for Business and  
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Carroll University; M.S.,  
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**Barnhart, Lowell,** Coordinator  
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matics and Computer  
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**Benedict, James M.,**  
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**Bloodworth, Jr., William A.,**  
Professor of English,  
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1993  
**Bompert, Bill E.,** Professor of  
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B.S.Ed., University of Texas;  
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- University; Ph.D., University of Texas. 1967
- Bourdouvalis**, Chris, Associate Professor of Political Science. B.S., M.A., Ph.D., Florida State University. 1990
- Bradley**, Michael P., Associate Professor of Accounting. B.S.B.A., University of Florida -Gainesville; M.S., Memphis State; Ph.D., Arizona State. 1993
- Bramblett**, Richard M., Associate Professor of Business Administration, Associate Dean and Director of Graduate Studies. B.I.E., M.S.I.E., Ph.D., Georgia Institute of Technology. 1986
- Brannen**, Dalton E., Professor of Management; B.S., M.B.A., University of West Florida; Ph.D., University of Mississippi. 1990
- Brauer**, Jurgen, Associate Professor of Economics. Diplom Degree, Free University of Berlin; M.A., Ph.D., University of Notre Dame. 1991
- Bryant**, Clint L., Director of Athletics, B.S., Belmont Abbey College; M.A., Clemson University. 1988
- Bureau**, Dennis W., Assistant Professor of Health and Physical Education. B.Ed., M.Ed., Georgia Southern College. 1965
- Burneko**, Grace M. B., Associate Professor of English, Department of Languages, Literature, and Communications. B.A., Converse College; M.A., Ph.D., Emory University. 1990
- Bustos**, Roxann, Reference Services Librarian/Assistant Professor of Library Science. B.A., M.A., University of Rochester; M.L., University of South Carolina. 1990
- Caldwell**, Lee Ann, Associate Professor of History. A.A., Gulf Park College; A.B., University of Tennessee; M.A., Ph.D., University of Georgia. 1988
- Callahan**, Helen, Professor of History. B.A., Augusta College; M.A., Ph.D., University of Georgia. 1972
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- Cashin**, Mary Ann, Associate Library Director, Associate Professor of Library Science. B.S., College of St. Teresa; M.L., University of South Carolina. 1981
- Cheek**, Marian Wheelin, Director of Public Relations and Publications. A.B.J., University of Georgia. 1969
- Chen**, George Po-Chung, Professor of Political Science. B.A., School of Law, National Taiwan University; M.A., Ph.D., Southern Illinois University. 1970
- Chernesky**, Michael P., Assistant Professor of Mathematics. B.S., North Carolina State University; M.A., Ph.D., University of Maryland. 1993
- Chou**, Frank H., Professor of Education. A.B., South eastern Oklahoma State University; M.Ed., Ed.D., University of Georgia. 1960
- Christy**, Charlotte M., Assistant Professor of Biology. B.A., Hendrix College; M.S., University of Tennessee; Ph.D., Arizona State University. 1995
- Cobb**, Cathy L., Associate Professor of Chemistry. B.A., Reed College; M.A., University of California - Santa Barbara; Ph.D., University of California - Santa Barbara. 1993
- Cohen**, Jacquelyn T., Assistant Professor of Mathematics in Developmental Studies. B.S., Emory University; M.S., University of Houston. 1985
- Colbert**, Thomas M., Associate Professor of Physics. B.A., Kenyon College; M.S., Ph.D., Lehigh University. 1992
- Coleman**, Barbara C., Associate Professor of Marketing. B.A., Oakland University; M.B.A., Augusta College; Ph.D., University of Georgia. 1990
- Cooper**, Mary Gendernalik, Professor of Education & Chair Department of Teacher Development. B.A., Michigan State University, M.A., Ph.D., Wayne State University. 1996
- Cotter**, Joseph E., Assistant Professor of History. B.A., University of California - San Diego, M.A., Ph.D., University of California - Santa Barbara. 1997
- Coughenour**, Russell M., Associate Director of Career Center. B.A., West Virginia University; M.A., Marshall University. 1991
- Craig**, Cynthia M., Assistant Professor of Mathematics in Learning Support. B.A., M.Ed., Ed.S., Augusta College. 1989
- Crawford**, Linda B., Assistant Professor of Mathematics. B.S., Georgia College; M.Ed., Augusta College. 1988
- Cronk**, Richard, Assistant Professor of Secondary Education. B.S., M.A., Western Michigan University; Ed.D., Oklahoma State University. 1995
- Crute**, Thomas, Associate Professor of Chemistry. B.A., University of Virginia; Ph.D., University of South Carolina. 1991
- Davies**, Kimberly A., Assistant Professor of Sociology. B.A., M.A., Ph.D., Ohio State University. 1996
- Davis**, Richard, Temporary Instructor, Department of Languages, Literature, and Communications. B.A., Augusta College; M.A., University of Georgia. 1993
- Dodd**, William M., Professor of English/Reading in Learning Support, Chair of the Department of Learning Support. B.A., M.Ed., Augusta College; Ed.D., University of Georgia. 1979
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- Duignan**, Magali M., Assistant

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- Eisenman**, Gordon, Assistant Professor of Early Education. B.S., M.Ed., Ed.D., University of Georgia. 1995
- Ellis**, Jane R., Professor of Psychology. B.S., University of Alabama; M.S., Auburn University; Ph.D., University of Georgia. 1971
- Evans**, Walter E., Professor of English, Department of Languages, Literature, and Communications. A.B., A.M., University of Missouri/Columbia; Ph.D., University of Chicago. 1972
- Ezell**, Ronnie L., Professor of Physics, Chair of the Department of Chemistry and Physics. B.A., Austin Peay State University; Ph.D., University of Georgia. 1973
- Fanning**, C. Elizabeth, Associate Professor of English, Department of Languages, Literature, and Communications. B.A., Mount Mary College; M.A., Ph.D., Fordham University. 1973
- Fennig**, Diane, Director of Career Center. B.A., Marquette University; M.S., Miami University; Ph.D., University of South Carolina. 1989
- Fickle**, Amy, Temporary Instructor of Psychology, B.A., Columbus College; M.S., Augusta State University. 1997
- Filippo**, Anna M., Instructor of Communications, Department of Languages, Literature, and Communications. B.S., Austin Peay State University; M.A., Indiana University. 1991
- Filpus-Luyckx**, Mary, Information Systems Trainer/Instructor of Business Administration. B.S., Mercy College-Detroit, M.B.A., Texas A & M University. 1995
- Fitch**, Judy L., Assistant Professor of Business Administration. B.A., University of Maryland-Baltimore County; M.A., University of South Carolina-Columbia; Ph.D., University of South Carolina-Columbia. 1998
- Fite**, Stanley G., Assistant Professor of Health and Physical Education. B.S.Ed., Valdosta State College; M.Ed., West Georgia College. 1984
- Flannigan**, Robert A., Temporary Instructor of Spanish. A.B., Northeastern University; M.A., University of Arkansas - Fayetteville. 1993
- Flowers III**, John B., Vice President for University Advancement. A.B., East Carolina University. 1995
- Floyd**, Rosalyn W., Associate Professor of Music. B.A., Talladega College; M.M., D.M.A., University of South Carolina. 1988
- Forbus**, William R. III, Associate Professor of Health and Physical Education. B.S., Georgia College; M. Ed., Ed.D., University of Georgia. 1994
- Foster**, Robert L., Assistant Professor of Music, B.A., Oakland University, M.Mus., Wayne State University. 1996
- Freeman**, Robert N., Professor of Education and Dean of the School of Education. B.S., M.A., Middle Tennessee State University; Ed.D., University of Tennessee. 1994
- Gardiner**, Thomas C., Assistant Professor of English in Learning Support. A.B., Davidson College, M.A.T., Vanderbilt University. 1984
- Garvey**, James W., Professor of English, Department of Languages, Literature, and Communications. B.A., University of Toronto; M.A., Ph.D., University of Rochester. 1979
- Geren**, Peggy R., Assistant Professor of Education, A.A. Mercer University, M.Ed., E.D., University of Georgia. 1993
- Gordon**, Judith E., Associate Professor of Biology. B.S., Pennsylvania State University; M.S., Virginia Polytechnic Institute and State University; Ph.D., Indiana University. 1976
- Grayson**, James M., Associate Professor of Management. B.S., U.S. Military Academy; M.B.A., Ph.D., North Texas State University. 1992
- Greene**, Joseph D., Cree-Walker Professor of Business Administration, Associate Professor of Business Administration. B.B.A., Augusta College; M.A., University of Georgia; C.L.U., American College. 1991
- Griswold**, Sara Y., Instructor of Spanish. B.A., National University of Trujillo; M.A., University of Kansas. 1986
- Groves**, John C., Director of Student Activities. B.A., M.Ed., Northwestern State University. 1969
- Grubb**, James A., Assistant Professor of Education. B.A., M.S., Ed.D., University of Tennessee. 1992
- Gustafson**, Robert P., Associate Professor of Health and Physical Education. B.S., M.Ed., University of Texas; Ph.D., Texas Woman's University. 1991
- Hamrick**, Anna K., Professor of Mathematics and Computer Science. B.S.Ed., M.Ed., Ed.D., University of Georgia. 1976
- Hardy**, Lurelia A., Assistant Professor of Health and Physical Education. B.S., M.A.Ed., Tennessee State University. 1984
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- Harrison**, Richard D., Professor of Health and Physical Education, Chair of the Department of Health and Physical Education. B.S.Ed., University of Georgia; M.A.T., University of South Carolina; Ed.D., University of Georgia. 1972
- Hauger**, Joseph A., Assistant Professor of Physics, B.S., University of Wisconsin - Milwaukee, M.S., Ph.D., Purdue University. 1996

- Hayes, Karen M.**, Instructor of Mathematics in Developmental Studies, B.A., Elmira College, M.Ed., Francis Marion College. 1995
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- Hertzog, C. Jay**, Professor of Education, Chair Department of Clinical and Professional Studies, B.S.Ed., M.Ed., Ed.D., Penn State University. 1997
- Hobbins, J. William**, Assistant 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, Chair of the Department of Psychology. B.A., Stetson University; M.S., Ph.D., University of Georgia. 1972
- Hoganson, Kenneth E.**, Assistant Professor of Computer Science. B.S., North Dakota State University; B.S., Augusta College; M.S., University of North Carolina - Charlotte. 1993
- Hollingsworth, Priscilla**, Associate Professor of Art. A.B., Princeton University; M.F.A., Indiana University - Bloomington. 1993
- Holmes, Willene C.**, Associate Director of Financial Aid. B.B.A., West Georgia College. 1987
- Holt, Deltrey E.**, Assistant Professor of Mathematics. B.S., Clark College; M.A., University of Georgia. 1991
- Hookness, Robert S.**, Assistant Professor of Military Science, B.S. U.S. Military Academy. 1997
- House, Elizabeth B.**, Professor of English, Dean of the School of Arts and Sciences. B.M., M.A., North Texas State University; Ph.D., University of South Carolina. 1975
- Howard, Donald P.**, Assistant Professor of Economics. B.S., M.B.A., University of South Carolina. 1989
- Hoyos-Salcedo, Pedro Pablo**, Assistant Professor of Spanish. B.A. Universidad Santiago de Cali; M.A., University of Massachusetts; Ph.D., University of Nebraska-Lincoln. 1995
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- Ingraham, Carolyn K.**, Director of Continuing Education. B.S., University of Maine at Orono, J.D., University of Georgia. 1993
- Jackson, Charles C.**, Associate Professor of Education, B.A., Wayne State University, M.Ed., Ed.D., University of Cincinnati. 1996
- Jackson, Pamela Z.**, Associate Professor of Accounting. B.S.E.D., University of Georgia; M.B.A., Augusta College; Ph.D., University of Georgia. 1982
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- Jegstrup, Elsebet**, Assistant Professor of Philosophy. A.A., College of Marin; B.A., Kunsthaandverkerskolen; B.A., University of California-Berkeley; M.A., University of Toronto; Ph.D., Loyola University. 1993
- Jensen, Jeanne L.**, Professor of Political Science and International Relations, Chair of the Department of Political Science. B.A., Colorado State University; M.A., University of Santa Clara; Ph.D., University of South Carolina. 1973
- Johnson, Lillie Butler**, Professor of English, Chair of the Department of Languages, Literature, and Communications. B.A., Augusta College; M.A., University of Chicago; Ph.D., University of Georgia. 1972
- Johnson, William J.**, Professor of English, Department of Languages, Literature, and Communications. B.A., M.A., Ph.D., University of Texas. 1966
- Johnston, Robert L.**, Professor of Sociology. B.S., M.A., University of Louisville; Ph.D., Virginia Polytechnic Institute and State University. 1986
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- Lorentzson**, Bengt K., Director of Computer Services. 1994
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- Maynard**, Freddy J., Professor of Mathematics, Chair of the Department of Mathematics and Computer Science. B.S., Georgia State University; M.Ed., Ed.D., University of Georgia. 1968
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- Medley**, Mary Dee, Assistant Professor of Mathematics and Computer Science. B.A., Lake Forest College; M.S., University of Illinois. 1986
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- Miller**, Jeffrey R., Associate Professor of Accounting. B.B.A., Southwest Texas State University; M.B.A., Southwest Texas State University; Ph.D., Louisiana State University, C.P.A. 1993
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Complete name of school	Location	Years attended	Graduation date	Degree/Approx. hours earned
other college				
other college				
other college				

Failure to list high school and all colleges previously attended, through omission or misrepresentation, will disqualify applicant. Transcripts must be mailed directly to Admissions from the sending institution. Freshmen as well as joint enrollment and transfer students (with less than 45 credit hours of core curriculum courses) must submit official copies of their SAT scores.

**Optional:** Please list the highest degree that you will seek:  master's  specialist  doctoral  professional

Are you currently enrolled in the last institution listed above? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, what will be your last term? \_\_\_\_\_ term 19\_\_\_\_

If yes, what courses are you presently taking? \_\_\_\_\_

Have you ever been convicted of anything other than a minor traffic violation? \_\_\_\_\_

If so, please explain (include your current status and period of incarceration on a separate sheet of paper). \_\_\_\_\_

I certify that the information submitted by me on this application is complete and accurate. I also understand that falsification of or failure to provide information requested may result in my immediate dismissal and/or loss of all credits from the university.

signature of applicant

SS#

date

Please remember to sign the application and enclose a \$20 check or money order payable to ASU.

### Degrees and Major Programs of Study

#### Associate of Arts

#### Associate of Applied Science in Criminal Justice

#### Associate of Science

#### Associate of Science in Nursing

#### Bachelor of Arts

#### Art Communications

Broadcast/Film  
Drama  
Journalism  
Public Relations/Advertising  
Speech

#### Criminal Justice

#### English

Creative Writing  
English  
English Education  
Professional Writing

#### French

#### Foreign Language Education

#### History

#### History Education

#### Music

#### Political Science

Legal Studies  
Political Science  
Political Science Education  
Public Administration

#### Psychology

#### Social Sciences Education

#### Sociology

#### Spanish

#### Bachelor of Business Administration

Accounting  
Finance  
Management  
Marketing

#### Bachelor of Fine Arts

Studio Art

#### Bachelor of Music

Music Education  
Performance

#### Bachelor of Science

Biology  
Chemistry

Pre-professional  
Professional

#### Computer Science

Mathematics  
Mathematics Education  
Physical Science  
Physics  
Science Education

#### Bachelor of Science in Education

Early Childhood Education  
Health & Physical Education  
Middle Grades Education  
Special Education

#### One Year Certificate-Paralegal Program

#### Master of Education

Counselor Education  
Education Leadership  
Early Childhood Education  
English Education  
Health & Physical Education  
History Education  
Mathematics Education  
Middle Grades Education  
Political Science Education  
Social Studies Education  
Special Education

Behavior Disorders  
Intellectual Disabilities  
Interrelated  
Learning Disabilities

#### Master of Business Administration

#### Master of Public Administration

#### Master of Science

Psychology

#### Specialist in Education

Counselor Education  
Education Leadership  
Early Childhood Education  
English Education  
Health and Physical Education  
Mathematics Education  
Middle Grades Education  
Social Studies Education  
Special Education-Interrelated

Master and Specialist programs in Education require a graduate application form which is available from the Office of the Dean, College of Education.



http://www.aug.edu

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1-800-341-4373

If you require special services such as a sign interpreter, out of class reader, special equipment, or other special needs, contact the Office of Disability Services at 737-1472 for assistance.

Undergraduate Application

- Application fee options: New applicant (please enclose check for \$20 processing fee), Previously enrolled at ASU (no application fee required).

Social security #, Date of birth, Term you plan to enter: 19

fall, spring, summer, full-time - 12 or more hrs., part-time - less than 12 hrs.

Name (last, first, middle, previous name)

Present address (street, home phone #, city, state, zip, work phone #)

How long have you lived in Georgia? years, months, from to (If less than 12 months, list former address below.)

(street, city, state, zip)

Are you active duty military stationed in Georgia or a military dependent? yes no

Home of record: state, county

Citizenship status: U.S. citizen by birth, U.S. citizen by naturalization, Alien, non-resident, Alien, resident\*

\*Please attach copy of both sides of Alien Registration Receipt Card, I-151.

Country of citizenship (if not USA):, What is your native language?, What type of visa do you currently hold?, Resident alien number:

Optional for reporting purposes only: Ethnic status: American Indian, Asian or Pacific Islander, African American, Hispanic, multiracial, white, other. Sex: female, male

Application type (check one): beginning freshman, joint enrollment, transfer, life enrichment, audit, post-baccalaureate, post-graduate, additional degree, transient undergraduate, transient graduate

Have you ever attended ASU (other than Continuing Education)? yes no. If yes, indicate last term enrolled. If yes, indicate last name if different than current last name.

Major field of study: (degree, major)

Educational objective: associate degree, teacher certification, baccalaureate degree, none, not sure

List all previous educational experience.

Table with 5 columns: Complete name of school, Location, Years attended, Graduation date, Degree/Approx. hours earned. Rows include last high school, CLEP, colleges attended, most recent first.

continued on back

Application for Admission

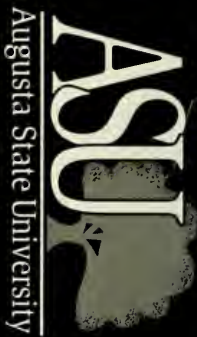
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