Clayton State University
Graduate Catalog

A Unit of the University System of Georgia

2015 - 2016

(To find specific information go to the Table of Contents and click on the appropriate heading.)

About this Catalog

This catalog provides information regarding all of the graduate programs offered by Clayton State University during the 2015-2016 academic years. It is designed to provide information about the University's policies, graduate degree programs, graduate course offerings, services, graduate faculty, and facilities. The statements made 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.

Please refer to the Clayton *State University Undergraduate Catalog 2015-2016* for information concerning all of the undergraduate programs offered by Clayton State University during the 2015-2016 academic years. The graduate and undergraduate catalogs can be accessed online at http://www.clayton.edu/Publications .

Although Clayton State University has made every reasonable effort to present the information contained in this catalog with factual accuracy, no responsibility is assumed by the University for editorial or clerical errors. At the time of posting to the website, the text of this catalog most accurately described the course offerings, programs, faculty listings, policies, procedures, regulations, and requirements of the university. While the provisions of this catalog will ordinarily be applied as stated, Clayton 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. It is the student's individual responsibility to be aware of current graduation requirements for his or her particular degree program.

The online version of this catalog is the most current. It is updated regularly to reflect changes that have been approved by the Graduate Affairs Committee and the School of Graduate Studies.

Clayton State University
Graduate Catalog 2015-2016

Welcome from the Dean of Graduate Studies

As Dean of the School of Graduate Studies I would like to personally thank you for your interest in our school. Clayton State University has become the foundation for academic support and educational attainment within the southern crescent of the Atlanta metropolitan area. The School of Graduate Studies strives to continue the standard of excellence by providing graduate students with a university that exceeds expectations. Our School of Graduate Studies allows students to achieve both personal and professional goals while doing so in a degree program that fits their educational needs.

One of the most prized attributes of the School of Graduate Studies is the diversity of the programs we offer. We have students from various academic, cultural, and professional backgrounds and this trait allows the curriculum to advance beyond the classroom. Each program has its own unique quality and these are what set our programs apart from other universities in the metro Atlanta area. Whether you are looking to pursue a career in the area of education, nursing, healthcare management, archival studies, or liberal studies, Clayton State University's School of Graduate Studies has the perfect fit for you. Our programs include:

- Master of Business Administration, concentrations in Accounting, Human Resource Leadership. International Business, Sports and Entertainment Management and Supply Chain Management;
- Master of Science in Nursing, concentrations in Education, Family Nurse Practitioner, and Leadership;
- Master of Archival Studies;
- Master of Arts in Teaching, Biology, English, History or Mathematics
- Master of Science in Psychology, concentrations in Applied Developmental and Clinical;
- Master of Arts in Liberal Studies, concentrations in English, History, Mathematics, Philosophy, Political Science and Liberal Arts;
- Master of Education with a major in Teacher Leadership;
- Master of Science in Criminal Justice
- Master of Health Administration.

The School of Graduate Studies is proud not only of the academic opportunities that we provide but we are also proud of our outstanding faculty. The faculty members of Clayton State's graduate programs are committed to excellence in their particular fields. They demonstrate this excellence in the classroom by creating a framework for the students to select and reach academic and professional goals. Through their mentoring and emphasis on student development the graduate faculty members of Clayton State truly strive to make the university the best possible choice for prospective graduate students.

Robert A. Vaughan, Jr.
Dean, School of Graduate Studies
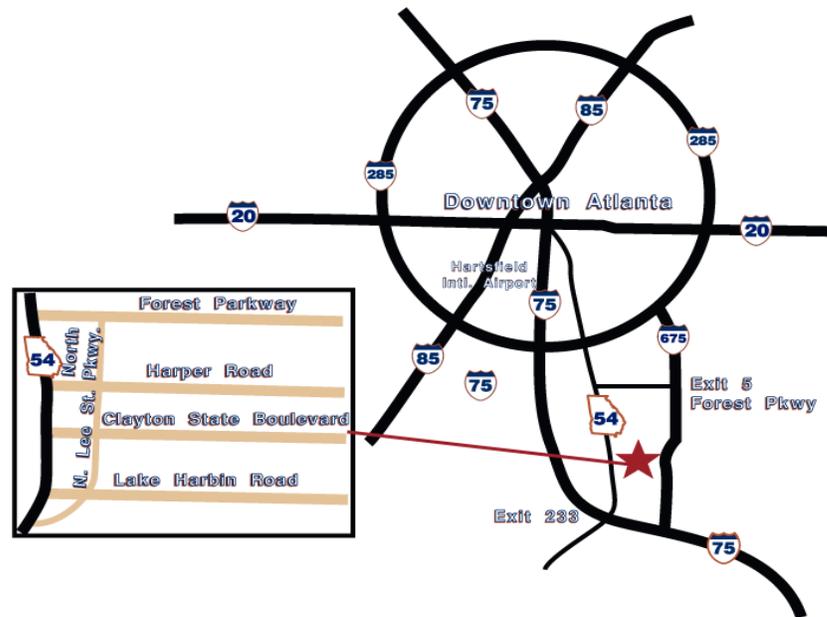(678) 466-4113 graduate@clayton.edu

Calendars

Please refer to the "Clayton State University Calendar" webpage at **http://www.clayton.edu/calendar** for the most up-to-date university calendars. The 2015-2016 graduate catalog applies to students who start at Clayton State in one of the following three semesters: Fall 2015, Spring 2016 or Summer 2016. It also applies to students who make a change in their status or degree program during this time and are required to change catalog editions.

Directions to Clayton State University

Clayton State University is easily reached by taking I-75 to exit 233 (15 miles south of downtown Atlanta). Turn left and follow the green and white signs for 1 1/2 miles north on Georgia Highway 54. Turn right into Clayton State Boulevard.

From I-675 take exit 5 west and continue straight on Forest Parkway for two miles. Turn left onto North Parkway. At the first traffic light, Harper Drive, North Parkway becomes North Lee Street. Continue straight on North Lee Street for one block to the next traffic light. Turn left onto Clayton State Boulevard.

Visit the following site to download or print the CSU campus map:

http://www.clayton.edu/homefiles/maps.htm

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GENERAL INFORMATION

Mission of the University

Clayton State University cultivates an environment of engaged, experienced-based learning, enriched by active community service, that prepares students of diverse ages and backgrounds to succeed in their lives and careers. Through a distinctive combination of proven and innovative methods of teaching and learning, Clayton State University will excel in preparing students from many walks of life to meet the challenges of living and working in a dynamic, global society.

Clayton State University is committed to:
- Creating an outstanding educational experience that stimulates intellectual curiosity, critical thinking, and innovation.
- Engendering a spirit of openness, understanding, collaboration, and mutual respect throughout the University.
- Fostering learning that engages students, faculty, staff, alumni, and the greater community.
- Expanding and allocating resources strategically according to Mission and Values, to support overall institutional effectiveness.
- Providing an inviting and supportive campus community for faculty, staff, and students.
- Repositioning Clayton State University in the higher education marketplace and beyond.

University History

Established in 1969 in a park-like setting 15 minutes from downtown Atlanta, Clayton State University (CSU) serves the metro Atlanta area as a hub for undergraduate and graduate education. CSU opened in 1969 as Clayton Junior College, with Dr. Harry S. Downs as the founding president. The Board of Regents elevated the institution to baccalaureate status in 1986 and established the present name in 1996.

The beginning of the University can be traced to 1965 when the Board of Regents authorized three new junior colleges for the University System of Georgia, one of which was designated for south metropolitan Atlanta. The Board considered several locations in the region and chose the present site in Clayton County because of the unique combination of natural beauty and easy access to the then recently completed Interstate 75. The citizens of Clayton County subsidized the initial construction of the state institution by passing a bond issue for nearly five million dollars. Construction of the new campus began in fall 1968, and the doors opened to 942 students less than a year later on September 30, 1969.

In 1986, CSU began its baccalaureate mission with programs in business administration and nursing. The institution has continued to add majors at the bachelor's level. Upon the retirement of Harry Downs in January 1994, Dr. Richard A. Skinner became the University's second president. In June 1999, Skinner left CSU to head the University System of Georgia's new distance learning initiative known as GLOBE. Michael F. Vollmer, CSU's acting Vice President for Fiscal Affairs and former Interim President of Middle Georgia College, served as Interim President for one year until President Harden took office in June 2000.

President Harden's principal initiatives expanded development efforts, vigorous enrollment growth, increased selectivity and retention, and, most important, the addition of more baccalaureate programs. During Dr. Harden's short tenure as President, the Board of Regents authorized Clayton State to add forty new undergraduate degrees and six graduate degree programs. The University also had a large continuing education program.

In May 2009, Dr. Thomas (Tim) J. Hynes, Jr. was named as Interim President of Clayton State University. In July 2009, Dr. Thomas Eaves was named as Acting Provost of Clayton State University. In August 2009, Dr. Micheal Crafton was named Interim Provost and Vice President for Academic Affairs. In February 2010 Dr. Thomas (Tim) J. Hynes, Jr. was appointed President of Clayton State University by the University System of Georgia Board of Regents.

Graduate Degrees Offered
- Master of Archival Studies (MAS)
- Master of Arts in Liberal Studies (MALS)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master of Science in Criminal Justice (MS)
- Master of Health Administration (MHA)
- Master of Science in Nursing (MSN)
- Master of Science in Psychology (MS)
- Master of Education with a major in Teacher Leadership (M.Ed.)

Accreditation and Approvals

Regional Accreditation:
Commission on Colleges of the Southern Association of Colleges and Schools. Clayton State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Clayton State University. Direct all other queries about programs, services, or admissions directly to Clayton State University, (678) 466-4000. For more information, visit, www.clayton.edu/sacs.

National Accreditations:
- Clayton State's College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).
- The Dental Hygiene Program is accredited by the American Dental Association Commission on Dental Accreditation (ADA).
- The Health Care Management Program holds the Association of University Programs in Health Administration Management (AUPHA) full certified undergraduate status.
- Clayton State University is an accredited institutional member of the National Association of Schools of Music (NASM).
- The Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).
- The Legal Studies and Paralegal Programs are approved by the American Bar Association (ABA).

- The Teacher Education program is accredited by the Council for the Accreditation of Teacher Educator Preparation (CAEP).

State or Local Approvals:
- The Nursing Program is approved by the Georgia Board of Nursing.
- The University's teacher preparation program is approved by the Georgia Professional Standards Commission.

Financial Aid Programs:
The University has been approved for the following state and federal programs:
- Veterans Administration Benefits
- Federal Work Study Program
- Federal Student Loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (SEOG)
- HOPE Scholarship & Grant Program
- Zell Miller Scholarship
- MOWR Program
- Georgia's HERO Scholarship Program
- Public Safety Memorial Grant

General University Policies

AA/EOI Notice. Clayton State University is an equal employment, equal access, and equal educational opportunity and affirmative action institution. It is the policy of the University to recruit, hire, train, promote and educate persons without regard to race, color, national or ethnical origin, age, disability, gender, religion, sexual orientation, gender identity or veteran status as required by applicable state and federal laws (including Title VI, Title VII, Title IX, Sections 503, and 504, AREA, ADA, E.O. 11246, and Rev. Proc. 75-50). Clayton State University is an Affirmative Action/Equal Opportunity Institution. For questions or more detailed information regarding this policy please contact the Clayton State University Office of Human Resources at (678) 466-4230. Individuals requiring disability related accommodations for participation in any event or to obtain print materials in an alternative format, please contact the Disability Resource Center at: (678) 466-5445.

Notice of Right of Privacy. This institution is covered by the Family Educational Rights and Privacy Act of 1974 (FERPA), which is designed to protect the student's rights with regard to educational records maintained by the institution. Under this Act, a student has the following rights:

- *the right to inspect and review education records maintained by the institution that pertain to the student;*
- *the right to challenge the content of records on the grounds that they are inaccurate, misleading or a violation of privacy or other rights; and*
- *the right to control disclosures from the education records with certain exceptions.*

A written policy detailing how Clayton State University complies with the provisions of the Act is on file in the Office of the Registrar. Students also have the right to file complaints with the FERPA Office of the Department of Education, Washington, D.C. 20201, regarding alleged violations of the Act.

No Tobacco/Smoking Policy. Effective October 1, 2014, pursuant to newly adopted Board of Regents policy, Clayton State University became tobacco and smoke free.

Law Enforcement (Campus Police). It is the purpose of the Department of Public Safety (Campus Police) to assist the administration, faculty, students, and staff of Clayton State University to maintain a pleasant, safe, and orderly environment in which to work and to learn. To this end, it is the responsibility of this department to enforce the traffic rules and regulations of the University and to enforce local, state, and federal laws on campus in cooperation with appropriate law enforcement agencies. Violation of a local, state, or federal law by a student also may be a violation of the student conduct code set down in the Student Handbook; in such a case, the violation will he referred to the Division of Campus Life in addition to the appropriate law enforcement agency.

Intellectual Property. In complying with the policies of the Board of Regents, Clayton State University has adopted policies concerning the ownership and subsequent rights to intellectual property created by faculty, staff, and students. Intellectual property pertains to any patentable materials, copyrightable materials, trademarks, software, and trade secrets regardless of whether formal protection is sought. It is the responsibility of the individual to ascertain whether Clayton State owns the intellectual property. To obtain a copy of the Intellectual Property Policy, contact the Office of the Provost at (678) 466-4100.

STUDENT HANDBOOK

CODE OF CONDUCT

INTRODUCTION

Clayton State University has established standards of conduct which are compatible with the academic mission of the institution. An educational approach to discipline is employed whenever possible.

Law, statutes and regulations at the national, state and local levels grant public institutions the authority to establish standards reasonably relevant to the lawful missions, processes, and functions of the institution. Such standards are not intended to prohibit the exercise of a right guaranteed by the Constitution or a law of the United States to a member of the university community.

Standards may apply to student behavior on and off the campus when relevant to any lawful mission, process, or function of the institution. The institution may prohibit any action or omission, which impairs, interferes with, or obstructs the missions, processes and functions of the institution.

Institutional standards may require scholastic attainments higher than the average of the population and may require superior ethical and moral behavior. In establishing standards of behavior, institutions are not limited to the standards or the forms of criminal laws ["General Order on Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax-Supported Institutions of Higher Education," 45 F.R.D. 133/145 (W.D. Mo. 1968)].

The acceptance of these rights and responsibilities is a prerequisite for enrollment at Clayton State University. It is the responsibility of each student to know and understand established rules of conduct. Lack of awareness is not recognized as a legitimate reason for failure to comply.

Violators may be accountable to both civil and criminal authorities and to the University for acts of misconduct, which constitute violations of this Code. Disciplinary action at the University may proceed during the pendency of other proceedings at the discretion of University officials. Sanctions may be imposed for acts of misconduct, which occur on University property or at any University sponsored activity. As further prescribed in these rules, off-campus conduct may also be subject to discipline.

"Clayton State University [provides] each student with an e-mail address through the Clayton State University electronic post office. The student will be responsible for monitoring this address on a regular basis for official communications from Clayton State University faculty and administrators." *(Clayton State University Academic Catalog)*

The University maintains the right to amend its rules and to make such amendments effective immediately upon appropriate public notification of students. The most current version of the Student Code of Conduct may be found on-line at www.clayton.edu/student-conduct

Conduct Regulations

Disciplinary action may be initiated by the University and sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

I.   Academic Conduct Regulations

Academic integrity is of paramount importance at Clayton State University. An act of academic misconduct may seriously compromise the learning process for the violator and for other students if it occurs without appropriate disciplinary consequences. Academic misconduct is defined by the following regulations.

A.   Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class or class related activities will not be tolerated. This includes but is not limited to belligerent, abusive, profane, distracting and/or threatening behavior. More subtle forms of behavior may also negatively impact the teaching-learning process. Possible examples (as deemed appropriate by each individual instructor as they establish their own unique learning environments) are listed in the Possible Examples of Disruptive Behavior and Faculty Responsibilities section of this code and include but are not limited to: inappropriate attire, eating during class time, and unwillingness to participate in educational activities, in some cases, may significantly impact the instructor's ability to conduct the class. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class.

A student who is dismissed is entitled to due process and will be afforded such rights (See Procedures for Adjudicating Alleged Academic Conduct Infractions) as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

B.   Giving or Receiving Unauthorized Assistance

No student will give or receive assistance when not authorized by the instructor in the preparation or completion of any assignment, essay, laboratory report, or examination to be submitted as a requirement for an academic course.

C.   Unauthorized Materials or Equipment

1.   No student will take or attempt to take, steal or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment and grade books.

2.   No student will make use of any materials, aids, tools, or electronic devices not specifically condoned by the instructor in preparing academic assignments or while taking an examination.

D.   Furnishing Unauthorized Exam Information or Materials

No student will sell, give, lend or otherwise furnish to anyone material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the instructor.

E.   Plagiarism and Misrepresentation of Work

No student will represent the work of others as his or her own. Themes, essays, term papers, tests, presentations and other similar assignments must be the work of the student submitting them. When direct quotations are used, they must be indicated with quotation marks and when the ideas of another are incorporated, they must be appropriately cited.

No student will submit the same assignment for two courses without the prior consent of the instructor.

F.   Violating Testing Rules and Procedures

No student will give or receive assistance; take, steal or otherwise procure any unauthorized materials; or otherwise commit an infraction of the established rules and procedures governing the administration of tests or exams, including for national or local testing programs.

G. Falsification & Fabrication

No student will provide unauthorized or false information, citation, or documentation in any academic exercise.

II.   General Conduct Regulations

Damage to Property/Vandalism

Damage to Property

Damage or destruction of property belonging to the University or to a member of, or visitors to, the University community is prohibited.

A.   Vandalism

Intentional damage or destruction of property belonging to the University or to a member of, or visitors to, the University community is prohibited.

B.   Deception
1.   Misuse of any University records, identification cards, forms, or other documents through forgery, misrepresentation, unauthorized alteration, unauthorized reproduction, or other unauthorized means is prohibited.
2.   Intentionally providing false information, either written or oral, to the University or to any administrative unit of the University, is prohibited.
3.   Attempted or perpetrated fraud against the University or members of the University community is prohibited.
4.   Withholding or omitting requested or required information from the University

C.   Disorderly Assembly
1.   Students will not assemble on campus for the purpose of creating a riot or destruction, or disorderly diversion which interferes with the normal operation of the University. This should not be construed as denial of the right to peaceful, non-disruptive assembly.
2.   Students will not obstruct the free movement of other persons about the campus, interfere with the use of University facilities, or physically interfere with the normal operation of the University.

D.   Disorderly Conduct

1.   All lewd, obscene, indecent behavior, or other forms of disorderly conduct on University property or at any function sponsored or supervised by the University is prohibited. This includes belligerent, abusive, profane, and/or threatening behavior, and conduct which is patently offensive to the prevailing standards of a college community, but should not be interpreted as an infringement on the First Amendment rights of individuals.

2.   The abuse or unauthorized use of sound amplification equipment indoors or outdoors during classroom hours is prohibited.

3.   No student will threaten to, or purposefully, push, strike, or physically assault any member of the faculty, administration, staff, or student body, or any visitor to the campus.

4.   Conduct on University property, or at functions sponsored or supervised by the University which interferes with the normal operation of the University or the requirements of appropriate discipline, is prohibited.

5.   No student will enter or attempt to enter any University-sponsored event without credentials for admission as established by the sponsors. At such University functions, students must present proper credentials to properly identified University officials upon request.

E.   Gambling

The unauthorized playing of cards or other games for money or other items of value is prohibited on campus.

F.   Theft

No student will take, attempt to take, or keep in his or her possession items not legally possessed by him or her including but not exclusively, items of University property, or items belonging to students, faculty, staff, student groups or visitors to the campus, without proper authorization.

G.   Unauthorized Entry or Use of University Facilities/Equipment

1.   No student will make unauthorized entry into any University building, office, grounds or other facility nor will any person remain without authorization in any building after normal closing hours.

2.   No student will make unauthorized use of any University facility or equipment. Authorization of the use of University facilities/equipment may be withdrawn or otherwise restricted at any time.

H.   Misuse of Computer Equipment

1.   No student may use University-owned computer equipment unless authorized to do so. All users must abide by the regulations regarding authorization, priority of use, computer access and the basic rules of courtesy. (See Computer & Network Acceptable Use Policy for more information) Users agree to not take any action considered inappropriate behavior including, but not limited to the following:

- Intentionally infecting network servers or other computers with a virus
- Connecting networking equipment including, but not limited to servers, routers, hubs and switches, and wireless access points to the campus network without written authorization from the Office of Information Technology and Services
- Sending harassing messages to other computer users either at CSU or through external networks

- Using inappropriate, offensive, or abusive language to other users within the CSU network, or through external networks
- Tampering with or modifying accessed equipment
- Causing intentional damage to computer systems
- Obtaining additional resources not authorized to the individual user
- Depriving other users of authorized resources
- Acquiring access to unauthorized systems
- Utilizing another user's account and password
- Broadcasting non-business related email to CSU faculty, staff and students (including but not limited to "For Rent/Sale" and personal notes to the campus)
- Broadcasting unsolicited email and e-mail that is in violation of the CAN-SPAM act of 2003

2.   No student may in any way abuse or misuse computer files or gain access to unauthorized computer files. Georgia Code 89-9903 on "Stealing, altering, etc. of public documents," states that "No person shall steal...alter...or void any record." The Code defines record to include "audiovisual material in any format, magnetic or other tapes, electronic data processing records." Violation of this law is considered a felony and punishable by incarceration of two to ten years.

I.   Tobacco
        Use of all forms of tobacco products on all property owned, leased or rented by the University is prohibited. "Tobacco Products" is defined as cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco such as hookahs or simulate the use of tobacco such as electronic cigarettes. For more information see Board of Regents Policy Manual Section 9.1.7

J.   Misuse of Alcohol and Other Drugs
        Clayton State University prohibits the possession or consumption of alcoholic beverages on the Clayton State University Campus or any area affiliated with Clayton State University is prohibited. Exceptions to the policy of no alcohol on campus may from time to time be permitted at the discretion of the president, and there are other limited exceptions to this policy within the Clayton Station Apartments by those over the age of 21.
- Possession of alcoholic beverages on the Clayton State University campus or any area affiliated with Clayton State University is prohibited.
- Consumption of alcoholic beverages on the Clayton State University campus or any area affiliated with Clayton State University is prohibited.
- Furnishing of alcoholic beverages on the Clayton State University campus or any area affiliated with Clayton State University is prohibited.
- Possession of illegal drugs (without a valid medical prescription) controlled by federal or Georgia law is prohibited.
- Possession of drug related paraphernalia on the Clayton State University campus or any area affiliated with Clayton State University is prohibited.
- Use of illegal drugs (without a valid medial prescription) controlled by federal or Georgia law is prohibited.

- The manufacture or attempt to manufacture, sale or intent to sell or deliver any illegal substance controlled by federal or Georgia law is prohibited.
- Public intoxication is prohibited.
- Driving under the influence of alcohol or illegal drugs is prohibited.

Note: Students found to be in violation of the drug policy will be subject to the Drug-Free Post-Secondary Education Act of 1990. Title 20-1 of the Official Code of Georgia Annotated states that any student of a public educational institution who is convicted, under the laws of this state, the United States, or any other state, of any felony offense involving the manufacture, distribution, sale, possession, or use of marijuana, a controlled substance, or a dangerous drug shall as of the date of conviction be suspended from the public educational institution in which such person is enrolled. Except for cases in which the institution has previously taken disciplinary action against a student for the same offense, such suspension shall be effective as of the date of conviction, even though the educational institution may not complete all administrative actions necessary to implement such suspension until a later date. Except for cases in which the institution has already imposed disciplinary sanctions for the same offense, such suspension shall continue through the end of the term, quarter, semester, or other similar period for which the student was enrolled as of the date of conviction. The student shall forfeit any right to any academic credit otherwise earned or earnable for such term, quarter, semester, or other similar period; and the educational institution shall subsequently revoke any such academic credit which is granted prior to the completion of administrative actions necessary to implement such suspension.

K.   Weapons, Firearms, and Explosives
1.   Possession of firearms or any other lethal or potentially destructive weapon is prohibited on the University campus unless prior authorization is received from the Vice President for Student Affairs or Director of Public Safety. This includes, but is not limited to, bows and arrows, BB guns, air guns, hunting slingshots, martial arts weapons, knives, darts, tasers, as well as poisonous, corrosive, or volatile substances. If such items are required for academic course work, they must be stored in facilities designated for storing such substances.
2.   No student will possess, sell, furnish or use any incendiary device without proper authorization on campus.

Note: It is against university policy for anyone (including students, faculty, staff, or visitors) to possess any type of firearm, or weapon as defined by O.C.G.A. Section 16-11-127.1(a)(2), at the following: any university function, whether held on or off campus; inside any facility owned or leased by the university; inside any vehicle used by the University to provide transportation for students or employees; and during any pedestrian travel on property owned or leased by the university. The only persons exempted from this policy are those specifically identified in either O.C.G.A. Section 16-11-127.1(c) or in O.C.G.A. Section 16-11-130. If any such item is required for academic course work, or other official university purposes, it must be appropriately used and stored in accordance with campus policy and/or Federal and State regulations.

L.   Fire Safety/Emergency
1.   No student will fail to evacuate a building or refuse to respond immediately to a fire alarm.

2.   No student will make a false report or trigger any device for the purpose of creating a false fire alarm.

3.   No student will operate, tamper with, discharge or remove any fire extinguishing equipment, exit sign, smoke detector, AED, evacuation or medical equipment without proper authorization.

4.   No student will intentionally set or cause to be set any unauthorized fire.

M.   Harassment, Stalking & Sexual Misconduct

Sexual Misconduct is a violation of University policy and Federal law and may also result in criminal prosecution. Sexual Misconduct can occur between strangers or acquaintances, and even people involved in intimate or sexual relationships. Sexual Misconduct can be committed by men or women, and it can occur between people of the same or different gender. Additionally, examples of actions and situations that constitute Sexual Misconduct may include, but are not limited to, the following defined below and definitions remain the same regardless of who engages in the behavior - university employees, students, or non-students. For more specific definitions see Special Procedures for reporting and responding to situations involving Domestic/Intimate Partner Violence, Stalking and Sexual Misconduct Situations.

1.   Harassment is prohibited and includes, but is not limited to, the following:

a.   any act of intimidation, physical violence, or threat of physical violence directed to another person in any manner, including any terroristic threats;

b.   intentionally and/or repeatedly following or contacting another person in a manner that intimidates, harasses, or places another in fear of their personal safety or that of their property;

any behavior that is threatening or intimidating on the basis of age, ethnicity, gender, disability, national origin, race, religion, sexual orientation, veteran status.

2.   Stalking is prohibited and is defined as repeatedly contacting another person when:

The contacting person knows or should know that the contact is unwanted by the other person; and

The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life. As used in this subsection, "contacting" includes but is not limited to communicating with or remaining in the physical presence of the other person.

3.   Sexual Misconduct is prohibited. This is defined as behavior directed toward an individual which:

a.   Constitutes conduct of a sexual nature that threatens physical harm, endangers the health and safety of any person, or that which a reasonable person would know was unwanted and would cause emotional distress, and/or,

b.   Interferes with an individual's ability to perform at the University academically or socially.

N.   Failure to Comply

1.   Failure to comply with the directions of University or public officials acting in the performance of their duties on University-owned or controlled property or at University-sponsored or supervised activities when such conduct constitutes a danger to personal/public safety or property is prohibited.

2.   No student will fail to report for a conference, meeting or appointment with any University official.
3.   No student will fail to appear as a witness in a judicial case when properly notified.
4.   Failure to comply with the terms of any disciplinary sanction imposed in accordance with the Student Conduct Code or a University Hearing Authority is prohibited.
5.   Failure to comply with any established University policy is prohibited.

P.   Hazing

Any situation, circumstance, or environment created by a student or organization that is purposefully instigated to illicit mental or physical discomfort, embarrassment, harassment or ridicule to aspiring members on or off university premises.

Note: Georgia Code: O.C.G.A. § 16-5-61 (2009): It shall be unlawful for any person to haze any student in connection with or as a condition or precondition of gaining acceptance, membership, office, or other status in a school organization. Any person who violates this Code section shall be guilty of a misdemeanor of a high and aggravated nature.

Q.   Littering

Disposing of any form of litter on University premises or at university-sponsored activities other than in designated receptacles is prohibited.

Note: Violators of any of these regulations may be prosecuted under Federal or State Criminal Code and statutes.

Possible Examples of Disruptive Behavior and Faculty Responsibilities

Possible Examples of Disruptive Behavior

Disruptive behavior includes, but is not limited to, the possible examples listed below. The examples are deemed appropriate by each individual instructor as they establish their unique learning environment.

a. Non-Permitted Communication during Classroom Instruction
- Talking while the instructor is talking
- Talking before being recognized by the instructor (i.e. blurting out information)
- Talking without permission during classroom instruction (i.e. side conversations with an individual or in a group)

b. Excessive Communication during Classroom Instruction
- Monopolizing classroom discussions
- Failing to respect the rights of other students to express their viewpoints
- Constant questions or interruptions which interfere with instructor's presentation
- Inordinate or inappropriate demands for time or attention

c. Overt Inattentiveness
- Sleeping in class

- Preventing others from concentrating on classroom instruction
- Working on tasks not associated with the current class, i.e., reading a newspaper, doing homework from another class, etc.

d. Personal Attacks
- Engaging in abusive or mean-spirited criticism of another student or an instructor
- Questioning an instructor's authority in front of the class
- Continuing to insist on speaking with an instructor during classroom instruction

e. Threatening Behaviors
- Verbally abusing an instructor or student (i.e. cursing, taunting, badgering, intimidation or extremely loud talking directed at a particular person)
- Threatening to physically harm an instructor, student, or self through verbal or body gestures
- Intimidating through body gestures and/or posture
- Refusal to comply with faculty direction
- Harassment of instructor or other students
- Intoxication (perceived)
- Use of profanity or pejorative language
- Physical violence

f. Other Distracting Behaviors
- Using cellular phones, pagers, text messaging iPods, MP3 players, laptops, etc. while class is in session when asked not to
- Arriving late to class, especially on test dates
- Creating excessive noise from packing up before class has ended
- Dressing inappropriately as to cause other students or instructors to be distracted (i.e. wearing pajamas, indecent exposure, or offensive words on clothing)
- Bringing children to class
- Eating in class

Faculty Responsibilities

Faculty are to establish expectations for student course behavior. Faculty should set the tone for expected course behavior at the beginning of each term. This is best achieved by directly addressing policies regarding attendance, tardiness, decorum, student misconduct, withdrawal policies, and by referring the student to the CSU Student Code of Conduct. Faculty should remind students that any disruption of a positive learning environment in the classroom or actions which impede the ability of other students to learn or the ability of the professor to teach is a violation of the student conduct code.

Faculty should state in writing CSU's Disruptive Student Policy and any other course policies in their syllabi. Faculty should clarify the definition of student misconduct, citing specific examples of misconduct that would result in disciplinary action. Disruptive behavior includes but is not limited to intoxication, belligerent, abusive (physically or verbally), profane, distracting, and/or threatening behavior. Subtler forms of behavior may also negatively impact the teaching-learning process. Some

examples include: inappropriate attire, eating during class time, and unwillingness to participate in educational activities, in some cases, may significantly impact the instructor's ability to conduct the class. A more comprehensive list of specific suggested example behaviors are found in this section. Any statement beyond the above regarding disruptive behavior should be clarified in course documents including the syllabus.

Faculty should also provide students with an opportunity to clarify course policies and issues. Faculty has the authority and responsibility to maintain a positive learning environment in the classroom. Faculty should remember that discussion and expression of all views relevant to the subject matter are permitted in the classroom, subject only to the responsibility of the instructor to maintain order. However, student behavior that disrupts the ability of other students to learn or impedes the ability of the professor to teach is a violation of the student code conduct and should be addressed. To maintain classroom order, the faculty member has the right and responsibility to take the steps he or she deems necessary and reasonable, including private or public requests that the student(s) refrain from disruptive behavior.

Faculty members also have the responsibility to respond to students in a calm and objective manner. Even in the face of inappropriate behavior, it is imperative for faculty to maintain a professional and controlled demeanor with students in order to facilitate constructive interactions.

A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from a course for the remainder of the semester. A student is entitled to due process (see "Conduct Process") and will be afforded such rights as soon as possible by the processes described below. If found in violation of the Student Code of Conduct, a student may, in addition to other outcomes, be administratively withdrawn from the course and may receive a grade of WF.

DISCIPLINARY PROCEDURES

Section 401 of the Board of Regents' policies, authorizes each institution to develop appropriate policies and procedures to discipline students / organizations for the violation of Clayton State University's rules. In accordance with this responsibility, disciplinary sanctions shall be applied only after the requirements of due process, fairness, and reasonableness have been met. The aim of any disciplinary action is the redirection of student behavior toward the achievement of their academic goals.

The President has delegated the function of student discipline to the Vice President and Dean for Student Affairs, and he in turn designates the Office of Community Standards and its staff to handle the day-to-day disciplinary process.

The following disciplinary procedures are used to guide the fair and uniform enforcement of the Student Code of Conduct. These procedures are applicable to any student or student organization when charged with a violation of the Student Code of Conduct. Procedures allow for fact-finding and decision-making in the context of an educational community, and encourage students to accept responsibility for

their own actions. The intent is to provide adequate procedural safeguards to protect the rights of the individual student and the legitimate interests of the University.

Disruptive Student Behavior

Options for Dealing with Disruptive Student Behavior In and Out of the Classroom

Informal Guidance. If a faculty member determines that any improper classroom behavior is limited to a single event or is of a less serious nature, the faculty member may choose to address the infraction in the classroom, or may speak to the offending student individually outside of the class. An individual meeting outside of class presents an opportunity to explore the nature of the misconduct with the student, and to reiterate the faculty member's expectations for behavioral standards. The meeting with the student should be documented in writing, noting the specific guidelines and consequences that were communicated to the student. Depending upon the behavior, a referral to the Student Behavior Consultation Team (SBCT) www.clayton.edu/student-affairs/sbct or the initiation of the "Conduct Process" may be appropriate.

One-time Class Period Dismissal. If the faculty determines that any improper behavior is of a recurring pattern, is of a serious nature or if the faculty member feels threatened or if the misconduct is of an abusive nature, the student may immediately be dismissed from the actual classroom for the remainder of the current class period by the instructor. For example, a student who becomes physically or verbally aggressive should be dismissed from the classroom, and Public Safety may be called for any necessary assistance at the main number (678) 466-4050 or at the emergency number (770) 960-5151. The faculty member should, in instances of student's dismissal from a class period, immediately initiate the "Conduct Process" described below by contacting with the Office of Community Standards.

Dismissal from Course. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from a course for the remainder of the semester after "due process." A student is entitled to due process (see "Conduct Process") and will be afforded such rights as soon as possible. If found in violation of the Student Code of Conduct, a student may, in addition to other outcomes, be administratively withdrawn from the course and may receive a grade of WF.

Student Behavior Outside of the Classroom. If the faculty member feels threatened by the behavior of a student _outside of the classroom_, the faculty member may contact Public Safety, as needed, at the main number (678) 466-4050 or at the emergency number (770) 960-5151 and should consult with the Office of Community Standards for determination of any conduct charges to be filed.

Overview of the Conduct Process

1.   Action may begin upon notification to the Office of Community Standards of an alleged violation.
2.   If the alleged complaint is related to academic misconduct, Procedures for Adjudicating Alleged Academic Conduct Infractions will be followed.

3.   When an investigation is completed, the student will be presented with a Specification of Charges form by the conduct officer or the instructor (if applicable) if evidence warrants charges.

4.   The student, in conference with the conduct officer, will be informed of all rights and responsibilities. The accused student will enter a plea to each charge and select a method for disposition of the case.

5.   If the student denies responsibility for the alleged violation(s) and requests a hearing before a hearing officer or the University Hearing Panel, such hearing will be conducted in accordance with established procedures, and where a decision will be based on a preponderance of the information.

6.   All student conduct (disciplinary) records are considered part of a student's educational record and are considered confidential in accordance with the Family Education Rights and Privacy Act (FERPA) of 1974, except in limited circumstances as required by law. Student conduct files will be held in the Office of Community Standards/Office of the Vice President of Student Affairs for 5 years after the student's graduation date or last date of attendance. Case files involving suspension or expulsion are kept indefinitely.

Initiation of Charges

1.   Disciplinary charges shall be initiated by submission of a written referral by letter, email, or police report, to the Office of Community Standards.

2.   Referrals must be submitted within fifteen (15) business days after detection of an alleged violation unless special conditions for delay can be documented.

3.   The referral must state sufficient facts, including specific name(s), date(s), locations and descriptions of the alleged act(s) of misconduct to enable the conduct officer to make a determination as to whether further fact-finding is necessary. The complainant must sign the referral. Any member of the University community may file a complaint.

4.   Where the alleged misconduct is related to discrimination, the conduct officer will consult with the Affirmative Action Officer to determine whether an affirmative action investigation is warranted.

5.   The conduct officer will make an initial determination as to whether there is a sufficient basis to believe that a violation of the Code of Conduct may have occurred. The conduct officer may decide to interview the complainant and/or witnesses or to request additional information from the complainant.

6.   If it is determined that sufficient evidence exists to warrant charges, the student will be notified in writing of the alleged violation. Such notification will be sent via CSU Student email or by letter to the student by the conduct officer whenever possible. Letters will be sent to student's permanent address if no campus address exists.

7.   At this meeting, the student will be provided with the following:

(a)   An explanation of the charges which have been made;

(b)   A review of all information on which charges are based and the name of the Complainant;

(c)   A review of all due process rights and disciplinary procedures;

(d)   A reasonable opportunity to review charges and information, to respond to the charges, and to select from adjudication options.

Procedures for Adjudicating Alleged Academic Conduct Infractions

Academic misconduct strikes at the heart of the educational process. Faculty members have the right and responsibility to demand honesty in all academic pursuits and should file all alleged cases of

academic misconduct with the Office of Community Standards. This protects the academic integrity of the institution and guarantees that the due process rights of all students are protected. Students accused of academic misconduct have the right to have their case handled in a fair and impartial manner with all the safeguards available within the normal disciplinary processes. The following procedures are designed to adjudicate situations involving alleged academic misconduct, recognizing the interest of each of the parties involved:

1.   When an instructor has decided that a case for academic misconduct can be made, he or she should consult with the conduct officer to determine if available evidence is sufficient to support a charge.

2.   If the instructor and the conduct officer agree that the evidence is sufficient to warrant a charge, one of the following steps will occur:
(a)   When presented with the evidence and a completed Specification of Charges form by the instructor, the student will accept responsibility for the charge(s) and allow the instructor to levy a sanction or the student will deny the charge and request a formal hearing, or;
(b)   The instructor will forward all materials to the Office of Community Standards for adjudication of the case. Subsequently, the student will be contacted to enter a plea to the charge and regular disciplinary proceedings will be implemented.

3.   In cases adjudicated by an instructor when the student admits the violation, all materials will be forwarded to the Office of Community Standards for inclusion in the student's disciplinary file.

4.   Upon a finding or admission of responsibility, the following sanction will be imposed:
(a)   If the instructor has published a minimum academic sanction for academic misconduct in the course or in a written syllabus or other document distributed to members of the class, this minimum sanction will be followed. In the absence of a published minimum sanction, the student will receive a zero for the work involved. A sanction of F for the course may be entered at the discretion of the hearing/sanctioning authority.
(b)   For a first offense, an additional sanction of "Disciplinary Probation" will be imposed through the Office of Community Standards. At the discretion of the hearing/sanctioning authority, a higher sanction, including suspension or expulsion may be imposed.
(c)   If a student is found responsible of academic misconduct as a repeat offense, the recommended minimum sanction will be:
i.   A minimum of a "F" in the course, and
ii.   Suspension from the University for a minimum of one (1) full (fall or spring) academic semester.
Note: Modifications of the minimum sanctions can be made for mitigating circumstances at the discretion of the hearing/sanctioning authority.
(d)   If a student is found to be not in violation of academic misconduct, the hearing authority will refer the paper, assignment, or test to the appropriate department head who will facilitate a resolution concerning a fair grade for the work in question.
(e)   When disciplinary action is initiated for Academic Misconduct in a course, a student may not withdraw from the course pending the resolution of the academic misconduct matter.
        The resolution outcome of the misconduct matter will dictate whether the student is eligible to initiate a withdrawal:

Course Grade Sanction NOT Issued—Student is eligible to initiate a course withdraw

NOTE: Should the timing of the adjudication process overlap with the withdrawal period deadline, upon resolution of the misconduct matter, the student may within five (5) business days request a withdraw to be applied retroactively to the date of initial disciplinary action. The withdraw designation (W or WF) will be determined based on the standing withdraw period deadline. Refunds for tuition and fee will be made in accordance with University Refund Policy.

Course Grade Sanction Issued—Student is not eligible to initiate a withdrawal for course in question and assigned course grand stands.

Due Process and Student Rights

When a student is charged with violating the rules and regulations of the University, disposition of the case will be according to the Constitutional requirements of due process. These rights include entitlement to:

1.   A written copy of the charge(s).
2.   A fair and impartial hearing and to be considered not responsible until proven responsible by a preponderance of the information.
3.   Know the nature of the information against them and names of witnesses scheduled to appear.
4.   Present information and witnesses in his/her behalf.
5.   Be assigned an Advisor knowledgeable of the student conduct process or choose an Advisor of his/her choice. The role of the advisor is passive and limited. The advisor cannot actively participate in the hearing or ask questions of the witnesses or the hearing authority. The advisor's role is to advise the student and observe the proceedings.
6.   Be present at the hearing during the presentation of any information or material on which a decision will be made. If the student fails to attend the hearing, it will be held in the student's absence.
7.   Remain silent and refrain from answering questions without inference of guilt.
8.   Ask questions of witnesses.
9.   The Office of Community Standards will make a record of the hearing. A copy of the hearing recorded by The Office of Community Standards will provided to the student upon written request to the Office of Community Standards
10.   A decision based solely on the preponderance of the information presented.
11.   A written notice of the results of the hearing and an explanation of the decision and any sanctions assessed, if applicable.
12.   Appeal any decision made by a hearing authority or conduct official on appropriate grounds based upon established appeals procedures.

For information on victim/ complainant rights *see:*
 Special Procedures for reporting and responding to situations involving Domestic/Intimate Partner Violence, Stalking and Sexual Misconduct Situations*.*

Interim Action
1.   At any time following the submission of a written referral, the Vice President of Student Affairs or his/her designee may suspend a student for an interim period prior to resolution of the disciplinary proceeding if the Vice President believes that the information that supports the allegations of

misconduct is reliable, and determines that the continued presence of the student on the University campus poses a threat to self and/or to any individual, property or University function.

2.   The decision to suspend a student for an interim period shall be communicated in writing to the student, and shall become effective immediately upon sending the notice.

3.   The interim suspension shall remain in effect until a final decision has been made on the pending charges or until the Vice President determines that the reasons for imposing the interim suspension no longer exist.

4.   A student who is suspended for an interim period will be provided an opportunity to respond to the allegations of misconduct no later than three (3) business days following the effective date of the interim suspension.

5.   The student will be granted a hearing opportunity, if requested, as soon as possible following such response but no later than five (5) business days.

Adjudication and Hearing Options

        The charged student will be presented with all charges in writing on the "Specification of Charges" form by the conduct officer. The student will respond in one of the following ways to each charge:

1.   Deny responsibility for the charge(s) and request a hearing before a Hearing Officer or the University Hearing Panel.

Hearing Officer – A faculty or administrative staff member designated by the Director of the Office of Community Standards.

In cases involving graduate students accused of academic misconduct, the faculty member must be a graduate level faculty member.

(b)   University Hearing Panel – A faculty/staff/student committee designated by the Director of the Office of Community Standards.

One faculty member, one staff member, and two students must be present to hear cases of student misconduct.

Two faculty members must be present in addition to one staff member and two students to hear cases of academic misconduct.

In cases involving graduate students accused of academic misconduct, all faculty and student panelists must be graduate level.

        It is the responsibility of the Office of Community Standards to provide orientation and support for the University Hearing Panel and hearing officers, and be the custodian of all records pertaining to the committee actions.

2.   Admit responsibility for the charge(s) and waive his/her right to a hearing and appeal. Sanction may be determined by the conduct officer or one of the above hearing authorities.

Absence of Accused or Lack of Cooperation

        If the student is absent from the University community while a disciplinary case is pending or if a student declines to participate in the disciplinary process, then the student is not absolved of responsibility.

1.   Students who leave campus during, or fail to cooperate with the investigative phase of the disciplinary process, or who decline to choose an option provided, or who absent themselves before notice of a scheduled hearing can be given, will have their case adjudicated in absentia. A reasonable effort will be made to locate the student through ordinary channels such as telephone, email, or regular

mail. If the student does not respond to the request to return for a conduct meeting within three (3) business days, a hearing may be scheduled in absentia and action will be taken as warranted by the facts of the case.

2.   Students who choose an option for disposition of their case, have a hearing scheduled, and who fail to appear at such a hearing after proper notice has been given, will have their cases adjudicated in absentia at the scheduled hearing time.

Multiple Defendants

Two or more accused students may be required to participate jointly in a hearing if they are alleged to have participated in the same incident, act, events, or series of related acts. The charge(s) or factual circumstances need not be identical for the accused students in hearings held jointly.

An accused student may make a written request to the conduct officer for a separate hearing, citing specific reasons why a joint hearing would unfairly prejudice his/her defense. This request must be received in the Office of Community Standards within two (2) business days of the accused student's receipt of the hearing notice. A decision will be communicated within two (2) business days of receipt of the request.

Notice of Witnesses

Each party shall arrange for the attendance of his/her own witnesses, if appropriate. The conduct officer will assist in securing the attendance of witnesses, if a written request for assistance is made to the Office in a reasonable amount of time in advance of the hearing date.

Role of the Witness

The role of a witness is not that of an advocate or helper for one side; a witness is required to tell the truth by sharing information at the proceeding about matters directly or indirectly related to the incident. Character witnesses may only be called to attest to the character of the accused, not to assail the character of the complainant, victim, or witnesses brought by the conduct officer.

Role of the Advisor

Students accused of violating the Student Code of Conduct are permitted to have an advisor with them during a conduct hearing. Assistance in finding an advisor who is knowledgeable concerning the operation of the conduct process may be obtained from the Office of Community Standards.

The role of the advisor is passive and limited. The advisor should assist the accused with the following:

1.   Review and understand the charge(s) and Clayton State University's Disciplinary Procedures.

2.   Help accused student prepare their presentation of the information and develop a fair and logical defense.

3.   Think of questions to ask the conduct officer and witness(es) called to provide information at the proceeding.

4.   Suggest additional questions to ask Witnesses on the information they provided.

5.   Provide moral, ethical, and emotional support to the accused during the proceeding.

The advisor may not actively participate in the hearing, conduct the defense or ask questions of any witnesses or the conduct officer. However, the advisor can offer comments of clarification to the accused. Space will be made available for the advisor to sit with the accused at the Hearing.

Hearing Procedures

1.   If an accused student denies responsibility for alleged charge(s), the hearing will be scheduled within ten (10) business days after it is requested by the accused student. The accused may request a continuance from the conduct officer if circumstances are such that a delay is warranted. The accused student will be notified, in writing, of the date, time, and location of the hearing.

2.   All hearings are closed unless the accused student requests an open hearing in writing. However, the Director of the Office of Community Standards has the authority to make the final decision regarding access of spectators to the hearing to the extent permitted by law.

3.   The party charging a violation of the *Student Code of Conduct* has the right to be informed of hearing procedures and the right to be present throughout the presentation of witnesses and evidence. The conduct officer will inform the charging party of these rights prior to the hearing.

4.   The accused student will enter a plea to all charges before the hearing officer or the Hearing Panel.

5.   The hearing officer or the Chair of the Hearing Panel will remind the accused student and each witness presented of the importance of providing truthful and accurate information during the hearing process. If a witness fails to tell the truth during conduct proceedings, disciplinary action may result.

6.   At the hearing, the conduct officer and/or complainant will present the evidence and facts of the case to the hearing officer or to the Hearing Panel. If appropriate, witnesses will be presented in support of the case against the accused student.

7.   The hearing officer or members of the Hearing Panel may question all witnesses or ask for clarification from the conduct officer or any witness.

8.   The accused student may question all witnesses, at the discretion of and through the hearing authority. Upon approval by the hearing authority, witnesses will be asked to answer questions posed by the accused student.

9.   When the case against the accused student has been presented, opportunity will be given for the accused to make a statement regarding the charges. The hearing officer, members of the Hearing Panel, or the conduct officer may question the accused student if he or she chooses to make a statement. The accused student has the option of remaining silent and is not required to respond to questions from the hearing authority or the conduct officer. No inference of responsibility will be drawn from such silence.

10.   The accused student will present any information or witnesses in his or her behalf. Such witnesses are subject to questioning by the complainant, at the discretion of the hearing authority.

11.   The hearing officer or any member of the Hearing Panel may recall any witness if clarification is needed.

12.   After hearing both sides of the case, the hearing officer or Hearing Panel will, in a closed session, deliberate and reach a decision based upon the preponderance of the information presented. A decision will indicate findings regarding responsibility for the charge(s) and appropriate sanctions.

13.   A student's prior record is not admissible to prove responsibility for a violation, but may be used for determining appropriate disciplinary measures.

Findings of the Hearing Officer or Hearing Panel

1.   If the hearing is before the Hearing Panel, and the members of the panel are divided after deliberation, a majority vote is necessary to reach a decision.

2.   Written findings must be submitted to the conduct officer and to the accused student within five (5) business days after the conclusion of the hearing. The conduct officer may elect to meet with the accused student and provide information on the findings both verbally and in writing. The student

also will be informed of the appeals procedures as outlined in this *Student Code of Conduct/Disciplinary Procedures* and assisted in this process if such assistance is requested.

3.   These findings are considered final unless appealed by the accused or overridden by the Vice President of Student Affairs or the President of the University.

4.   In cases where no decision can be reached, the case will revert to the Vice President of Student Affairs. The Vice President may appoint another hearing tribunal, drop the charges, or otherwise determine a fair and equitable method for disposition of the case.

Disciplinary Sanctions

Disciplinary sanctions are administered through the Office of Community Standards by the Hearing Panel and/or administrators involved in the adjudication process. Upon imposition of a penalty, the student is notified by mail as well as by individual conference with the Conduct Officer, if at all possible. In cases of suspension or expulsion, the parents of a minor will be notified by mail.

The following are disciplinary sanctions which may be imposed upon the student. These sanctions are not inclusive and may be modified depending on the nature of the violation(s).

1.   Disciplinary Warning: A Disciplinary Warning is an official written and/or verbal reprimand.

2.   Disciplinary Probation: Disciplinary Probation is a period of time during which further violations of the rules and regulations of the University may result in suspension or expulsion. Probation may be imposed for a period of time ranging from the remainder of the semester in which the violation occurred to the remainder of the student's enrollment at the University.

3.   Fines: Conduct fines are used to assist in educational programming and/or restitution of damages.

4.   Developmental Sanctions:

Community Service Hours – Students may be required to complete work at a designated location for a specified number of hours.

Educational Programs – Students may be required to attend programs offered on special topics related to the offense. This does not include academic courses for credit. Students may be required to pay for courses.

Presentations – Students may be required to present programs or create bulletin boards on topics related to the offense.

Parental Notification Letter- A letter may be sent to the parents/legal guardians of students under 21 years of age who have been found in violation of the Clayton State University Drug and Alcohol policy.

Substance Abuse Assessment - Students may be required to submit to an assessment for substance abuse. Periodic drug testing, not to exceed two random tests per semester for a minimum of three semesters, may be required.

Counseling Screening - Students may be required to undergo a counseling screening, based on the reported behaviors and/or recommendations of the adjudicating authority or official.

Writing Assignments - Student may be required to complete a book review, research paper, reflection paper or letter of apology related to offense.

Online Educational Course – Students may be required to complete an online education course for drug or alcohol education. Students may be required to pay for course.

5.   Restricted Access: Restricted presence on campus – Students may be restricted from certain areas of campus or from the entire campus except to attend classes or use the Library.

6.   Suspension:

Housing Suspension: A decision of Housing Suspension terminates the student's status as a residential student for a specific period of time and prohibits the student from entering any university housing facility without specific authorization from the Vice President of Student Affairs or Dean of Students. A violation of the terms of suspension may result in an extension of the period of suspension which may be imposed summarily by the Vice President of Student Affairs or Director of Community Standards. Students suspended from housing will not receive a refund of their housing cost.

University Suspension: A decision of University Suspension terminates the student's status as an enrolled student for a specific period of time and prohibits the student from attending classes. A suspended student may not enter any part of the campus without specific authorization from the Vice President of Student Affairs or Dean of Students and student is subject to arrest for trespassing. A violation of the terms of suspension may result in an extension of the period of suspension which may be imposed summarily by the Vice President of Student Affairs or Dean of Students

7.   Expulsion:

Housing Expulsion- A decision of housing expulsion permanently terminates the student's status as a residential student. A student expelled from housing may not enter any University housing facility without specific authorization from the Vice President of Student Affairs or the Dean of Students. Students expelled from housing will not receive a refund of their housing cost.

University Expulsion- A decision of expulsion permanently terminates the student's status as an enrolled student at the University. An expelled student may not enter any part of the campus without specific authorization from the Vice President of Student Affairs or his/her designee and is considered trespassing without such permission.

For Disciplinary Sanctions for Sexual Assault/Misconduct Violations see
[Special Procedures for reporting and responding to situations involving Domestic/Intimate Partner Violence, Stalking and Sexual Misconduct Situations](#).

Possible violations for Sexual Assault/Misconduct violations include but are not limited to disciplinary probation, no-contact orders, suspension, and expulsion from the University and/or developmental sanctions. Both the accused student and the accuser will be notified in writing of any sanctions that are imposed against the accused.

Appeal Process
The purpose of an appeal is to review the procedures and findings of the hearing/sanctioning authority of original jurisdiction and to determine if there is a basis for appeal in a conduct hearing or

decision. Students charged with violations of the Student Code of Conduct have the right to appeal decisions of the Hearing Panel, the Conduct Officer, or a Hearing Officer, provided specific relevant grounds for appeal can be cited. Students who accept responsibility for violations of the Student Code of Conduct waive their rights to a hearing and to an appeal.

Grounds
A student may appeal a conduct decision on the following grounds:
1.   A violation of due process.
2.   Evidence of prejudicial treatment by the original hearing authority.
3.   Penalty imposed was too harsh for the nature of the violation.
4.   New information becomes available that was not previously available during the original hearing.

Findings
The appeal authority may:
1.   Affirm the original decision and deny the appeal.
2.   Affirm the findings of responsibility and modify the sanction. The appeal authority may, at its discretion, change, increase or reduce the sanction imposed. If the sanction is modified, the appeal authority must state in writing the justification for the modification.
3.   Refer the case for rehearing before another hearing authority.
4.   Refer the case to the original hearing authority for reconsideration of specific points deemed important by the appeal authority.
5.   Reverse the finding of "In Violation" and affirm the appeal. If the original finding is modified, the appeal authority must state in writing the justification for the reversal.

Filing an Appeal:
        All appeals must be submitted in writing to the Office of Community Standards within five (5) business days after the written findings and decision is communicated to the student. All responses to appeals will be communicated in writing. In accordance with the Clayton State Academic Catalog, "Clayton State University [provides] each student with an e-mail address through the Clayton State University electronic post office. The student will be responsible for monitoring this address on a regular basis for official communications from Clayton State University faculty and administrators."

Appeal to Dean of Students
        The Dean of Students will constitute the final point of Appeal in all disciplinary decisions not involving suspension or expulsion. The Dean of Students will communicate his or her decision to the student within seven (7) business days after an appeal is filed. Note: The Dean of Students may decline to act in the appeal process if, because of personal involvement or knowledge of the case, he/she feels unable to render an impartial decision.

Appeal to Vice-President of Student Affairs
        The Vice President of Student Affairs will review appeals involving Housing or University Suspension or expulsion. The Vice President of Student Affairs will communicate his or her decision to the student within seven (7) business days after an appeal is filed.

Note: The Vice President of Student Affairs may decline to act in the appeal process if, because of personal involvement or knowledge of the case, he/she feels unable to render an impartial decision. In such cases, the Assistant Vice President of Student Affairs or his or her designee will hear the appeal.

Appeal to University President

Students who have appealed a university suspension or expulsion and feel that further action is warranted following a decision by the Vice President may appeal to the President of the University. The appeal must be submitted in writing to the Office of Community Standards within five (5) business days after the Vice President of Student Affairs' decision is communicated to the student. Students appealing decisions involving suspension or expulsion may have their movements on campus restricted to academic endeavors or other restrictions deemed appropriate during the period of appeal. Otherwise, no sanction will be enforced until a final decision is reached. The President may, at his or her discretion, review any student discipline case and take such action as he or she deems appropriate with respect thereto. The President may appoint an Appeals Committee to review the case. The Committee will be composed of three members selected from the faculty and administrative staff. After reviewing the case, the committee will make recommendations to the President. The President will review the recommendations submitted by the Committee and render a decision.

The President will communicate his or her decision to the student within ten (10) business days after an appeal is filed. This is the final appeal at the institutional level. Therefore, any penalty imposed will be in effect immediately. If applicable, the President will communicate to the student the process for appealing the decision to the Board of Regents.

Appeal to Board of Regents

In cases involving University suspension or expulsion, and when all institutional appellate procedures have been exhausted, the student may appeal to the Board of Regents under conditions described in the Board of Regents Policy 4.7.1 and the Board of Regents Bylaws, Section VIII. The following are excerpts from these documents:

"Each application for review shall be submitted in writing to the Board's Office of Legal Affairs within a period of twenty days following the decision of the president. It shall state the decision complained of and the redress desired. A hearing before the Board (or a Committee of or appointed by the Board) is not a matter of right but is within the sound discretion of the Board.

In considering whether appeals […] shall be presented to the Board, the Chair shall consider (1) whether the record suggests that a miscarriage of justice might reasonably occur if the appeal is not reviewed by the Board, (2) whether the record suggests that the institutional decision, if not reviewed by the Board, might reasonably have detrimental and system-wide significance, or (3) any other facts which, in the judgment of the Chair, merit consideration by the Board of Regents.

The disciplinary measure imposed will be in effect during a Regents' appeal unless special dispensation is granted by the President of the University or the Chancellor of the University System of Georgia".
The Board of Regents Policy Manual and Bylaws regarding student appeals can be found at http://www.usg.edu/policymanual/section4/C333/ and http://www.usg.edu/regents/bylaws/#appeals.

Special Procedures for Reporting and Responding to Situations Involving Domestic/Intimate Partner Violence, Stalking and Sexual Misconduct Situations

Sexual Misconduct:
Sexual Misconduct is a violation of Clayton State University policy (http://www.clayton.edu/human-resources/Sexual-Harassment-Policy) and Federal law and may also result in criminal prosecution. Sexual Misconduct can occur between strangers or acquaintances, and even people involved in intimate or sexual relationships. Sexual Misconduct can be committed by men or women, and it can occur between people of the same or different gender. Additionally, examples of actions and situations that constitute Sexual Misconduct may include, but are not limited to, the following defined below and definitions remain the same regardless of who engages in the behavior: university employees, students, or non-students.

Sexual Harassment:
Unwelcome conduct, based on sex or gender stereotypes, which is so severe or pervasive that it unreasonably interferes with a person's University employment, academic performance or participation in University programs or activities and creates a working, learning, program or activity environment that a reasonable person would find intimidating, hostile or offensive. The exclusive purpose of this policy is to protect students from sex discrimination, consistent with both federal regulatory law and the requirements of the First Amendment to the United States Constitution. Sexual Harassment may, when unwelcome, include:
- sexual advances;
- requests for sexual favors;
- acts of sexual violence;
- leering--i.e., staring in a sexually suggestive manner;
- making offensive remarks about looks, clothing or body parts;
- telling sexual or lewd jokes, making sexual gestures or displaying pornography;
- sending, forwarding or soliciting sexually suggestive letters, notes, emails or images;
- gender-based activity, not of a sexual nature, e.g., gender harassment and gender identity harassment.

Sexual Assault:
Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
Sexual Assault with an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

Forced Fondling: The touching of private parts for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consents because of age or his/her temporary or permanent mental or physical capacity.

Statutory Rape: Non-forcible sexual intercourse with a person who is under the statutory age of consent.

Sexual Violence:

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:
- the length of the relationship;
- the type of relationship;
- the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed toward another person that would cause a reasonable person to:
- fear for his or her safety or the safety of immediate family members or close acquaintances; or
- suffer substantial emotional distress.

Non-Consensual Sexual Contact: Deliberate indecent and/or unwelcomed brushing, touching, grabbing, pinching, patting, hugging and/or kissing of a person's intimate parts (including genitalia, groin, breast or buttocks), or clothing covering any of those areas without Effective Consent; or using physical force, violence, threat, intimidation or coercion to cause a person to touch his or her own or another person's intimate parts.

Non-Consensual Sexual Intercourse: Penetration (anal, oral, or vaginal) by a penis, tongue, finger or inanimate object that occurs without Effective Consent.

Sexual Exploitation: Taking sexual advantage of another person without Effective Consent which includes, but is not limited to:
- Causing or attempting to cause incapacitation in order to gain sexual advantage over such other person;
- Causing the prostitution of another person;
- Recording, photographing, or transmitting identifiable images of private sexual activity and/or the intimate parts (genitalia, groin, breasts, or buttocks) of another person;
- Going beyond the boundaries of consent such as allowing others to secretly watch you engage in consensual sex or sexual activity;
- Reproduction of a recorded consensual sexual act without Effective Consent for distribution (e.g. online posting of videos, photographs, or audios depicting a consensual sexual act);

- Engaging in voyeurism;
- Engaging in exhibitionism and intentionally exposing oneself in an unwelcomed manner;
- Knowingly or recklessly exposing another person to a significant risk of a STI (Sexually Transmitted Infection) or HIV.

Rights of Individuals involved in Domestic/Intimate Partner Violence, Stalking and Sexual Misconduct Situations

Upon written request and in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the institution will disclose to the alleged victim of a crime of violence or non-forcible sex offense the report on the results of any disciplinary proceeding conducted by the institution against a student who is the alleged perpetrator of such crime or offense.

- All allegations involving domestic violence, dating violence, sexual assault and stalking will be treated seriously, and the victims to be treated with dignity.
- The allegations investigated and adjudicated by the appropriate criminal and civil authorities, and to have assistance from campus personnel of notifying proper authorities.
- Both parties will receive written outcomes of all disciplinary proceedings at the same time.
- Both parties may have an advisor of their choice present during any conduct related meetings or hearing
- The right to cooperation from campus personnel for gathering and securing evidence.
- The right to be informed of and assisted in exercising options of mandatory disease testing of the suspects.
- The right to counseling (including victim service agencies).
- The right to changes in living or academic situations to prevent contact with assailants.

Reporting, Investigation, and Resolution Procedures

When an allegation of *Domestic/Intimate Partner Violence, Stalking and Sexual Misconduct* is made or a Complaint is submitted, it will be referred to the University Title IX Coordinator for determination of appropriate resolution/investigation procedures in accordance with University policy. For matters involving students, the Vice President of Student Affairs will be notified; for employees, the appropriate Dean or Vice President will be notified. It is important to note that mediation or other forms of informal resolution will not be used to resolve sexual misconduct complaints. A report of the results of any investigation along with a recommendation for resolution of the allegation or Complaint and/or disciplinary action will be made to the appropriate Vice President within sixty (60) days of the date the investigation was initiated. When the investigation is concluded and resolution approved by the appropriate Vice President, the Title IX Officer/or designee will notify the Complainant and Respondent of the results of the investigation and initiate prompt remedial or corrective action where warranted.

In the event the actions were of such an egregious nature that the individual would constitute a threat to the safety and well-being of members of the campus, immediate action may be taken. The accused individual shall be given written notice of the intention to impose the suspension or removal from campus and shall be afforded due process. This policy does not preclude anyone from pursuing a complaint, at any stage of the process, with any external agency.

Disciplinary Sanctions for Sexual Misconduct Violations

Possible violations for Sexual Misconduct violations include, but are not limited, to disciplinary probation, no-contact orders, developmental sanctions, educational courses, suspension, and expulsion from the University. Both the accused student and the accuser will be notified in writing of any sanctions that are imposed against the accused.

Right to Appeal

Either party involved in a Sexual Misconduct shall have the right to appeal a decision to the President in accordance with procedures outlined in the University's Sexual Misconduct Policy.

STUDENT COMPLAINT POLICY

As learners within a university community, students, faculty and staff are encouraged to model appropriate, effective, and respectful interpersonal communication. If issues arise, the parties involved should make a genuine effort to resolve them. When efforts to reach a mutually satisfactory resolution are unsuccessful, students are advised to proceed as quickly as possible to initiate a complaint. Staff, faculty, and administrators are advised to acknowledge receipt of a complaint promptly and to respond in an expeditious manner. Generally, receipt of a complaint should be acknowledged within five (5) business days.

The following section outlines the general complaint procedures that are followed by all offices and departments at Clayton State University. If a student wishes to appeal the outcome of a policy/procedure or to question the manner in which the policy/procedure was administered, a complaint can be initiated at the most appropriate step within the General Complaint Procedures below. The final section of this document provides links to some of the more common categories of University policies and procedures.

General Complaint Procedures

Students who wish to file a complaint about an academic or non-academic concern should follow the procedure outlined below:

- The student should attempt an informal resolution of concerns by interacting directly with the individual(s) involved or with the first-line supervisor of the individual, department, or office.
- If resolution is not achieved through informal interaction, the student may direct the complaint—verbally or in writing—to the Director/Department Head/Chair of the department or office. The Director/Department Head/Chair will attempt to facilitate resolution between the parties.

If resolution is not achieved through the initial intervention of the Director/Department Head/Chair, the matter can be directed as follows:

- The student must present a formal written complaint using the student complaint form.
- Complaints should be submitted using the following guide:

For complaints initiated with an academic department:

- Dean of the college/school for academic complaints.

- Complaints not resolved at the Dean level can then be directed to the Provost/Vice President for Academic Affairs (or designee).

For complaints initiated with all other departments:

- The appropriate Associate/Assistant Vice President (or designee) responsible for the unit.
- Complaints not resolved at the Associate/Assistant Vice President level can then be directed to the Vice President responsible for that unit.

All formal written complaints received using the complaint form *must be recorded in the student complaint log.*

Unless otherwise specified, the Vice President (or designee) responsible for the unit will constitute the final decision-making authority for the University. Students have the right to appeal decisions to the President of the University within 10 business days of the Vice President's (or designee) decision. The results of complaints appealed at this level are final and may not be appealed further. All appeals will be recorded in the student complaint log.

Logs of all formal written complaints will be entered by the person receiving the complaint and will be stored on the password protected University server. The logs will be monitored by the Provost/Vice President for Academic Affairs (or designee), and the Dean of Students.

Procedures for Specific Types of Complaints

Customer Service Complaint
Follow the General Complaint Procedures above
Listing of Offices and Departments

Common University Policy/Procedure Categories
Financial Aid Satisfactory Academic Progress (SAP) Appeal
Grade Appeal
Graduation Appeal
Contact the Registrar's Office, 239 Edgewater Hall, (678) 466-4150
Hardship Withdrawal
Readmission Appeal
Student Community Standards / Student Conduct Process

Grievance (on the basis of personal status)
Unfair Treatment / Discriminatory Practices
ADA Grievance Procedures
Sexual Harassment

Procedure for Filing a Formal Written Complaint

Students who wish to file a complaint should follow the procedures outlined in the General Student Complaint Policy above.

If you have already attempted informal resolution with the party involved via phone, email or in person, then you may file a Formal Written Complaint to the appropriate Academic Dean or Vice President using the form below. All Formal Written Complaints will be logged and available for viewing by representatives from Academic Affairs and Student Affairs. Complaints must be filed within 30 days of the alleged issue or the last recorded date of attendance.

ADA APPEALS AND GRIEVANCES

ADA Grievance Procedure

The Americans with Disabilities Act (ADA) provides that no qualified individual with a disability be denied access to or participation in services, programs, and activities of a public entity. Clayton State University strives to maintain the highest standards of integrity and fairness in its policy and nondiscrimination on the basis of disability. The University has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by the ADA and Section 504 of the Rehabilitation Act of 1973. Students, faculty, staff, and applicants who believe they have been discriminated against on the basis of disability by Clayton State University may file complaints pursuant to the following procedures.

Contact Person for Complaints: Clayton State University, ADA Coordinator, Dr. Elaine Manglitz, 2000 Clayton State Blvd., Morrow, GA 30260, 678-466-5444.

Procedures for Complaints:

A complaint of discrimination on the basis of disability, including complaints about the denial by the University of requested accommodations, should be filed in writing with the ADA Coordinator within thirty (30) calendar days of the allegedly discriminatory act. A complaint shall contain the name and address of the person filing it and a brief description of the alleged violation. If the complainant needs an accommodation in order to file the complaint, s/he should inform the ADA Coordinator.

An investigation, as may be appropriate, shall follow the filing of a complaint. The ADA Coordinator will conduct the investigation. These rules contemplate informal, but thorough, investigations, affording all interested persons an opportunity to submit evidence relevant to the complaint.

A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the ADA Coordinator and a copy forwarded to the complainant no later than 30 calendar days after filing. The ADA Coordinator shall maintain the files and records for Clayton State University relating to the complaints filed. The complainant may request a reconsideration of the case if s/he is dissatisfied with the resolution. The request for reconsideration should be made within 10 calendar days to the ADA Coordinator.

Other Remedies:

The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, such as the filing of an ADA Complaint with

the responsible Federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

Rule Construction:

These rules shall be constructed so as to protect the substantive rights of interested persons, to meet appropriate due process standards, and to assure that Clayton State University complies with the ADA and the implementing regulations.

Other Procedures:

The procedures provided herein are in addition to, and not in lieu of, any other procedures or remedies available under the law or otherwise.

CHILDREN ON CAMPUS POLICY

Purpose

The purpose of this policy is to assure the appropriate supervision of children on campus and outline appropriate conditions, locations, and situations where children are permitted while maintaining an appropriate academic environment for collegiate-level teaching and learning, research, co-curricular activities, and all of the related work that supports the academic life of the University.

Definitions

Children: Minors under age 18 and not enrolled at the University; for the purposes of this policy, the same allowances, restrictions and procedures apply whether more than one minor or a single minor, child, is involved.

Minors Enrolled as Students: Properly enrolled students under age 18 have the rights and privileges of any other student in the classroom and on campus grounds and are subject to the University's Student Code of Conduct.

Supervised Child: If an adult is responsible for a child, and is directing his/her attention to the health, safety, or welfare of a child; and is accompanying a child for which he/she is responsible, the child shall be considered to be supervised.

Unsupervised Child: If an adult is responsible for a child, and is performing work, teaching, participating in class or is otherwise engaged in any activity that distracts his/her attention from the health, safety, or welfare of a child; or is not accompanying a child for which he/she is responsible, the child shall be considered to be unsupervised.

General Policy

Work areas of the campus and housing facilities generally are not appropriate environments for extended visits by children unless a University-sponsored program or event designed for children is being held in such areas. Such sponsored programs or events may have separate supervision/chaperone requirements depending on the nature/type of program or activity.

The following sections address the presence of children in specific areas of campus:

University Grounds: Supervised children of responsible-adult visitors and guests are encouraged to enjoy the campus grounds and are subject to the Use of Outdoor Facilities Policy.

Buildings, Offices and Work Spaces: Supervised children are welcome to visit buildings, campus offices and non-instructional and non-hazardous work spaces for short, occasional visits when accompanied by a responsible adult.

Library: Minors enrolled as students, as defined above, have the same library privileges as adult Clayton State University students. Children not enrolled as students are welcome to visit the library for short, occasional visits when accompanied by a responsible adult. All children must abide by Clayton State University Library policies related to the use of library resources and equipment.

Classrooms: Attendance at class meetings should be limited to instructors, enrolled students, and prospective students and visitors invited by the instructor to participate in/contribute to student learning in the course.

If, despite this policy statement, a student brings a child to class, the faculty member may treat the presence of the child as Disruption of the Learning Environment as outlined in the Student Code of Conduct, and the student may be subject to disciplinary procedures.

The foregoing policy regarding classrooms should be included in course syllabi.

University Housing
Per the University Housing Visitation Policy, non-resident guests under the age of 16 are not permitted in university housing unless accompanied by a parent or guardian, and may not stay overnight at any time without prior written permission from the University Housing Office. All non-resident guests are subject to guest sign-in requirements and other rules and regulations for each facility, the responsibility for which lies with the University housing resident.

Childcare Emergencies
Children under age 18 of University employees may be permitted to come to campus in emergency situations so long as they are supervised by a responsible adult and the employee's supervisor and/or department head approves of the child being on campus based on the facts of the situation presented by the employee. Any such permission is for one-time and/or unforeseen events and cannot be used in place of having regular childcare.

Unsupervised Children
If an unsupervised child is observed on campus, the individual observing the child should attempt to obtain the child's name, ensure that the child is not in danger, and report the situation immediately to the Clayton State Department of Public Safety and if possible remain with the child or children until police arrive. Campus police will attempt to locate the child's (children's) parents or legal guardians or caregiver to remedy the situation. If the parent or guardian or caregiver cannot be found in a reasonable amount of time, Campus Police may refer the situation to the Clayton County Department of Family and Child Services or other appropriate agency.

Emergency Intervention

If a faculty or staff member, student, or visitor observes treatment of a child that is in violation of federal or state laws, local ordinances, or University policies, the person observing the treatment should notify the Clayton State Department of Public Safety and, if necessary, emergency medical service immediately and respond as is safe and appropriate to protect the health and safety of the child until police arrive.

Guidance and Support
For an emergency involving a child on campus:
Call Clayton State Department of Public Safety at (678) 466-4050.

Students who need to discuss a childcare concern:
Division of Student Affairs/Dean of Students (678) 466-5444
Counseling and Psychological Services (678) 466-5406

Additional online resources may be found at: http://www.clayton.edu/CTFC

STUDENT RESOURCES AND SERVICES

Academic Support Services

Bursar's Office
Location: Edgewater Hall - Second Floor
Telephone: 678-466-4295

The Bursar's Office/Student Accounts is responsible for all the accounting functions for student billing, tuition & fee payments, refunds, loan collections, financial aid receipting, and registration from students for the institution. We are also responsible for all campus departmental deposits. Types of service provided:
Private Scholarships
Study Abroad payments
Third Party Contracts
Student Collections
Housing payments

Hours of Operation: *Monday & Tuesday:* 8:00 a.m. - 7:00 p.m.*; *Wednesday & Thursday*: 8:00 a.m. - 5:00 p.m.; *Friday*: 9:00 a.m. - 2:00 p.m.
* The office will close at 5:00 p.m. when classes are not in session.
Online: http://clayton.edu/bursar

Center for Academic Success
Location: Edgewater Hall – Suite 276
Telephone: 678-466-4070

The Center for Academic Success (CAS) serves students through Academic Success Programs and Learning Support Programs.

Academic Success Programs. The Center for Academic Success, located on the second floor of Edgewater Hall, offers a variety of services and resources to assist all Clayton State University students in their academic pursuits. Students are offered a comfortable, supportive learning environment where they can work independently, in small groups, or with personalized assistance as needed. Services and resources include one-on-one and small group tutoring in a variety of subjects, Supplemental Instruction (SI) for historically difficult courses, skill-enhancing workshops on a variety of topics, instructional resources including software programs, and computer-based study behavior assessments. The Center for Academic Success allows students to reserve their study rooms for both small group and individual study. These rooms are located in the Center for Academic Success. All services are available at no charge to currently enrolled Clayton State students.

Hours of Operation: *Monday – Thursday*: 8:00 a.m. - 9:00 p.m.; *Friday:* 8:00 a.m. - 5:00 p.m.; *Saturday*: 10:00 a.m. - 2:00 p.m.
Online: http://www.clayton.edu/cas

International Student Services
Location: University Center, Room 210
Telephone: 678-466-5499

The mission of the International Student Services Office (ISS) at Clayton State University is to facilitate the success of accepted international students through: effective advising on regulatory compliance; diverse cultural, integrative and leadership opportunities; and the advocacy of cultural competence and global awareness campus wide. A full-service ISS is located in the University Center, in room 210.

Services of the ISS are 3-fold and include:
Visa Compliance:
Document services: I-20 & DS-2019
SEVIS data management
Employment / Internship authorizations
Reinstatement to lawful status
Change of status
Transfer of I-20 to/from different schools
Assistance with Living in the U.S.
Obtaining a Driver License or Social Security Card
International Health Insurance
Personal Problems (culture shock, crime, family crisis, landlords, identity issues, depression)
US Income Tax compliance
Programming

International Activities
Cultural Events

Hours of Operation: *Monday – Friday:* 9:00am - 5:30pm
Online: http://www.clayton.edu/international-student-services

Library
Telephone: 678-466-4325 (Main Desk); 678-466-4345 (Circulation Desk); 678-466-4346 (Reference Desk); 678-466-4329 (Interlibrary Loan); 678-466-4336 (Collection and Resource Management)

Clayton State University's Library is located in a two-story building adjacent to the Baker University Center. The Library shares the building with The HUB, and other offices. The Clayton State University Library participates in GALILEO, the statewide library initiative. GALILEO provides access to numerous periodical and information databases and over 2,000 full text periodicals. Additionally, the library subscribes to more than 20 other computerized databases including the ACM Digital library, CINAHL, IEEE Computer Society Digital Library, JSTOR, Philosopher's Index and PsycArticles.

The Clayton State Library provides access to a variety of print, electronic and audio visual materials striving to maintain a current collection that supports the curriculum of the University. In addition to its own holdings, The Clayton State Library has access to the book and periodical holdings of nearly 14,000 academic, public, and special libraries. A well-developed interlibrary loan program and the statewide GIL Express program enable students, faculty, and staff to borrow books and copies of articles not available at the Clayton State University Library. Interlibrary loan service is usually available at no cost or a very modest cost to students and faculty. Both interlibrary loan and GIL Express services may be initiated from the Library's web page.

The Library provides research and study space for students. Some study carrels are equipped with internet connections and wireless access is available throughout the Library. Other library facilities available to students include a change machine, photocopiers, microfilm/microfiche reader/printers, and audiovisual equipment.

The Clayton State Library is currently open eighty-four (84) hours per week with librarians and well trained support staff available to assist students in using library materials and equipment. LibGuides for various areas have been prepared and are available on the library's web page. Library orientation classes are designed and conducted for those instructors requesting them, and special sessions are created for students needing individual attention.

The Clayton State Library welcomes suggestions for improvements in its service and materials. Users may speak directly to the library staff or may leave their written suggestions or recommendations in the Library's "suggestion box" on its web page. Recently the Library has undergone major renovation as required by SACS re-accreditation.

Hours of Operation: *Monday – Thursday:* 8:00 a.m. – 10:00 p.m.; *Friday:* 8:00 a.m. – 6:00 p.m.; *Saturday:* 9:00 a.m. – 6:00 p.m.; *Sunday*: 1:00 p.m. – 10:00 p.m.
Online: http://www.clayton.edu/library

Office of Financial Aid
Location: Edgewater Hall, Room 102
Telephone: 678-466-4185

The Financial Aid Office at Clayton State University is committed to providing quality financial aid services. We administer federal Title IV programs, State of Georgia programs, federal VA Education Benefits, and provide scholarship assistance to eligible students who seek financial educational funding via these resources. We provide excellent customer service in a fiscally astute manner adhering to all federal, state, and university regulations.

The University has been approved for the following state and federal programs for graduate students:
•   Veterans Administration Benefits
•   Federal Work Study Program
•   Federal Subsidized Stafford Loan
•   Federal Unsubsidized Stafford Loan
•   Federal Grad PLUS Loan
•   HOPE Teacher Scholarship

Federal Financial Aid consists of work-study, and loans. Students interested in federal financial aid must complete a Free Application for Federal Student Aid (FAFSA) form. This form must be completed each academic year in which the student would require financial assistance. The federal funds are:

•   Federal Work-Study Program
•   Federal Subsidized Stafford Loans
•   Federal Unsubsidized Stafford Loans
•   Federal Grad PLUS Loans

State Financial Aid for graduate students would include the HOPE Teacher Scholarship Loan. It is recommended that all students complete the FAFSA form so that the Financial Aid Office can award students both federal and state aid. Students wishing to apply for HOPE Teacher Scholarships should contact the Georgia Student Finance Commission at 770.724.9000 or 1.800.776.6878.

More detailed information on these types of funds can be found at the Georgia Student Finance Commission website http://www.gsfc.org/

Scholarships are available to outstanding students based on their scholastic achievement. Scholarships and application information can be found at http://www.clayton.edu/financial-aid/scholarships.

All students should be aware of the following information regarding financial aid eligibility:

- Financial aid will only pay for classes required for a student's major as identified by the School of Graduate Studies. Students should refer to the major course requirements before registering for classes.

- All financial aid recipients must maintain Satisfactory Academic Progress (SAP). That includes maintaining at least a 3.0 GPA and a 67% completion rate of all credit hours attempted. Additional information on the Financial Aid SAP policy can be found at http://www.clayton.edu/financial-aid/sap.

- Financial aid will allow graduate students to attempt up to 150% of Clayton State's programs of study. For example: If your masters degrees requires 36 credit hours, financial aid will allow for a total of 54 attempted credit hours.

- Financial aid recipients enrolled at two or more colleges/universities at the same time cannot receive duplicate federal financial aid at both schools.

- Students must be enrolled in at least 5 semester credit hours in their major to be eligible for a student loan.

Students who register for a second half semester course (mini session) fees will be due at the regular published fee payment deadlines. Even though in some cases federal student loan funds may not be available until the second session has actually begun. All financial aid recipients must go to Clayton State's Financial Aid website at for additional updated information on financial aid requirements, procedures, and frequently asked questions.

Private Loans

Private loans, also known as alternative or commercial loans, help bridge the gap between the actual cost of education and the limited amount the government allows a student to borrow from its programs. Private loans are offered by many lending institutions. Terms and conditions can vary significantly from one institution to another.

Federal Work Study Program

The purpose of the Federal Work Study Program is to provide jobs for students who need financial aid. Applicants must demonstrate need. Eligible students will be placed in offices on campus. Eligible students with complete applications for student financial aid will be considered.

Veterans Affairs

Veterans Affairs assists eligible veterans in utilizing their educational benefits to the fullest advantage. Information on VA services and application information can be found at http://www.clayton.edu/financial-aid/veterans .

The Office of the Financial Aid offers services to certify and assist students who are eligible for veterans' benefits. Any veteran who wishes to attend Clayton State University under any of the veterans' benefit programs provided by public law must apply to the Clayton State University School of Graduate Studies in the normal manner. It is advisable for a veteran who has not previously used any educational benefits to apply to the Department of Veterans Affairs for those benefits. For a veteran who will be transferring to Clayton State University from another institution where educational benefits were received, a veteran must submit a *Request for Change of Program or Place of Training* form with the Department of Veterans Affairs concurrently with his or her application to Clayton State University.

As soon as the Clayton State University School of Graduate Studies notifies the applicant of his or her acceptance, the applicant should contact the Office of Financial Aid or visit their website for further instructions.

Students whose attendance was interrupted must renew their certifications at the beginning of the next academic term of attendance in which they wish to receive benefits. Those students who are certified on a term by term basis will routinely experience a break in benefit payments between academic terms and should contact the Veterans Administration Regional Office to ascertain the amount and schedule of their checks.

What is the HigherOne Card?
The Clayton State University HigherOne Card functions as a MasterCard Debit Card, which is accepted by more than 31 million merchants worldwide. It can serve as a primary bank account while allowing cardholders to get cash from ATMs, write checks, send and receive money electronically, and monitor their accounts online. Students will also be able to receive their financial aid refunds electronically through this system. You will receive your HigherOne cash card in the mail approximately 10 days after you register. **Do not throw this away!**

You must activate this card in order to receive the following financial disbursements from Clayton State:

• any financial aid balance refunds
• refunds from dropped classes
• refunds from early withdrawals
• scholarships
• other refunds

The HigherOne card is a true debit card in that any funds that reside on this card can be spent at any world-wide merchant that accepts debit cards. However, the only locations currently on campus where you can use the funds on this card are:

• The Loch Shop
• Pay fees at business office
• All campus food locations
• Laker Card office (card replacements and faxes)

If you order a replacement HigherOne card via the web or with HigherOne customer service you will be assessed a $20 replacement fee. The Laker Card Office located in the University Center will assess a $15 replacement fee for all inactive HigherOne cards. The replacement fee is non-refundable.

International Students, Students with Non-U.S. Academic Credentials, and Non-Native Speakers of English

Only U.S. citizens or eligible non-citizens may receive federal financial aid or state of Georgia financial aid. Permanent residents, asylees, and refugees are eligible non-citizens. Holders of A, B, E, F, G, H, I, J, K, L or M visas are not eligible noncitizens. An individual who has applied for permanent resident status is not eligible until that status is approved. An individual may have resident status in the State of Georgia but not be considered a U.S. citizen or eligible non-citizen. An individual is not eligible on the basis of the status of family members, for example a parent or a spouse. All students confirmed as U.S. citizens or eligible non-citizens by U.S. CIS on their initial application for Financial Aid are required to submit appropriate documentation to the Office of Financial Aid. The Office of Financial Aid is required to submit this documentation to U.S. CIS for secondary confirmation. Until secondary confirmation is received, an individual cannot be approved to receive financial aid.

Hours of Operation: *Monday – Tuesday*: 8:00 a.m. –7:00p.m.; *Wednesday – Thursday:* 9:00 a.m. – 5:00 p.m.; *Friday:* 9:00am – 2:00 p.m.
*Office hours will vary during registration, holidays, and semester breaks. Check our website during these times for updated office hours (www.clayton.edu/financial-aid
Online: http://www.clayton.edu/financial-aid

Higher One Student Refunds
(Clayton State OneCard)

Location: LakerCard Center – First Floor University Center
Telephone: 678-466-4215

All financial aid refunds and tuition refunds are processed through Higher One, using the Clayton State OneCard. Every registered student will be issued the OneCard via US Mail in a bright green envelope, addressed to the student with the University logo. This is NOT a credit card offer! It's important that the student receive this envelope as soon as it's delivered and follow the instructions attached to the OneCard.

Upon activation of the OneCard, students can choose to have their refund issued to their Higher One bank account (a free checking account provided by Higher One) or their personal bank account. The LakerCard Center is your one-stop for questions about Higher One. The OneCard does not replace the LakerCard for access to service on campus.

Hours of Operation: *Monday – Thursday*: 8:00 a.m. - 8:00 p.m.; *Friday*: 8:00 a.m. - 3:30 p.m.
Online: http://www.clayton.edu/Higher-One

Office of the Registrar

Location: Edgewater Hall, Room 239
Telephone: 678-466-4045

The Registrar is responsible for maintaining all official records of the University. We provide a variety of services to current and former students. Our services include:

- Transcript request
- Verifications of Enrollment
- Registration
- Withdrawals
- Graduation Evaluations
- Commencement
- Transfer evaluations
- Readmission for students who have not been enrolled for more than 3 semesters

Hours of Operation: *Monday – Tuesday*: 8:00 a.m. – 7:00 p.m.; Wednesday – *Thursday:* 8:00 a.m. – 5:00 p.m.; *Friday*: 9:00 a.m. – 2:00 p.m.
Online: http://www.clayton.edu/registrar

Office of Undergraduate Admissions

Location: Edgewater Hall, Suite 150
Telephone: 678-466-4115

The Office of Undergraduate Admissions assists students with the application and enrollment process at Clayton State University. The Office provides services for the following:

- New Freshman
- Transfer Freshman
- Transfer
- Non-Traditional
- Dual Enrollment
- International
- Home Schooled
- Transient

Hours of Operation: *Monday - Tuesday (during semester):* 8:00 a.m. - 7:00 p.m.; *Monday – Tuesday (between semesters)*: 8:00 a.m. - 5:00 p.m.; *Wednesday – Thursday:* 8:00 a.m. - 5:00 p.m.; *Friday:* 8:00 a.m. - 2:00 p.m.
Online: http://www.clayton.edu/admissions

Study Abroad and International Programs

Location: James Baker University Center, Suite 204
Telephone: 678-466-4090

Clayton State Office of International Programs offers numerous study abroad programs for students in various departments, which typically offer three hours of academic credit for two or three week study abroad programs over spring break, during Maymester or over the summer. Clayton State University also participates in study abroad programs sponsored by the European, African, Asian, and Americas Councils of the University System of Georgia. These collaborative world regional council summer programs offer students the opportunity to enjoy up to five weeks of residence in a college environment abroad while earning up to six hours of academic course credit. Clayton State also participates in student exchange programs with the University of Caen in France, University of Pannonia in Hungary, Birla College in India, along with other universities in foreign countries. Joining these programs, students can study for a semester or academic year abroad, with the credit earned counting toward their academic program at Clayton State University. Financial aid and HOPE scholarship funds may be used for these programs.

The Office of International Programs also maintains information on numerous other study abroad programs offered by colleges and universities throughout the state and country. Clayton State students have participated in programs in England, France, Hungary, Italy, Mexico, Spain, Russia, Greece, Germany, Ghana, Chile, South Africa, and Thailand.

Hours of Operation: *Monday, Wednesday, and Friday*: 9:00 a.m. – 12: 00 p.m.; *Tuesday and Thursday*: 2:00 p.m. – 5:00 p.m.

For complete information on the study abroad opportunities available at Clayton State University visit the Office of International Education and Programs website at http://www.clayton.edu/international-programs

Testing Center

Location: Arbor Hall, Room 121
Telephone: 678-466-4495

Located at CSU East, the Testing Center provides university-wide testing, along with some program- and community-wide testing. It has facilities for both paper-and-pencil and computerized tests, including:

- Admission and placement exams such as SAT, ACT, COMPASS, ACCUPLACER, and other program entrance exams.
- eCore midterms and finals
- the College Level Examination Program (CLEP)
- competency tests satisfying the Georgia Legislative Requirements
- writing assessments for admission to or progress in major programs
- selected outcomes assessments such as the ETS Proficiency Profile
- program assessments such as the Major Field Tests and ACAT
- Georgia Assessments for the Certification of Educators (GACE)

Hours of Operation: *Monday – Tuesday:* 8:00 a.m. - 6:30 p.m.; *Wednesday – Thursday:* 8:00 a.m. - 5:00 p.m.; *Friday:* 8:00 a.m. - 3:00 p.m.
Online: http://www.clayton.edu/testing

The Writers' Studio 224

Location: Arts & Sciences, Room G-224
Telephone: 678-466-4728

Our goal at the Writers' Studio is to give rise to better writers, not just to better writing. We don't simply proofread your paper; we teach you how to become a more organized, resourceful, exacting, and accomplished writer. In a half-hour session, a tutor will talk with you about any stage of your writing process, about any aspect of your project, regarding any subject. Here's what we can do for you:
Do you need help understanding an assignment?
Organizing your thoughts?
Developing a thesis statement?
Documenting sources?
Do you need a refresher on grammar, punctuation, or spelling?
Come—write away—WS224 can help! We also offer hour-long workshops on various writing subjects. Check the Writers' Studio website below for updated workshop information.

Hours of operation: *Monday-Thursday:* 9:00 a.m. - 9:00 p.m.; *Friday*: 9:00 a.m. - 12:00 p.m.

Online: http://www.clayton.edu/writersstudio

Campus Support Services

Services that are vital to the success of students enrolled at Clayton State University are offered through the following Offices and Centers.

Counseling and Psychological Services

Location: Edgewater Hall, Room 245
Telephone: 678-466-5406

Counseling and Psychological Services (CAPS) supports the personal, professional, and academic growth of students at Clayton State University. Our services are designed to meet the wide range of needs that students may have at some point in their careers at Clayton State. CAPS employs licensed mental health professionals who specialize in working with college students, and who are diverse, professional, warm and receptive to students who seek services.

Services provided include:
- Individual counseling for personal issues including depression, stress, and anxiety, relationship concerns
- Couples counseling
- Group counseling
- Psychiatric consultation and medication management
- Presentations on topics including stress management, healthy relationships, domestic violence, and alcohol use
- Online confidential mental health screenings

Hours of Operation: *Monday – Friday*: 8:00 a.m. - 5:00 p.m.
*Check website for evening hours.
Online: http://www.clayton.edu/counseling

Department of Campus Life

Location: Student Activities Center
Telephone: 678-466-5433

The Department of Campus Life creates opportunities for students that promote student learning and development. Our mission is to help students become productive citizens in the global world by engaging them in educational, multicultural, service-based, and social experiences. The Department of Campus Life strives to create and implement high-impact programs to meet the needs of our diverse student body and foster holistic development. Campus Life is the home of student involvement and helps students learn and develop by getting them involved outside of the classroom.

Campus Life offers involvement opportunities in:
- The AmeriCorps National Service Program
- Fraternity and Sorority Life
- Leadership Development Programs
- Multicultural and Diversity Programs
- Civic Engagement and Volunteer Services
- Social Programs
- Student Media
- Student Organizations

Hours of Operation: *Monday-Friday:* 9:00 a.m. - 5:00 p.m.
Online: http://www.clayton.edu/campus-life

Department of Public Safety
Location: Edgewater Hall – Second Floor
Telephone: 678-466-4050

The Department of Public Safety is comprised of four components: police officers; communication officers; security guards; and parking patrol. Our highest priority is the safety and security of our campus community—students, faculty, staff and visitors. The Department of Public Safety operates 24/7.
Some of the services provided are as follows:
- Emergency response
- Criminal and accident investigations
- Registration of vehicles and issuance of student and faculty/staff parking permits
- Issuance of temporary visitor parking permits
- Provide copies of campus parking rules and regulations
- Receipt of payment of parking fines
- Reports of lost and found items
- Assistance with minor vehicle problems, especially jump starting dead batteries and unlocking doors
- Courtesy escort to and from campus buildings and parking lots when there are safety concerns.

Hours of Operation: *Monday-Friday:* 8:00 a.m. - 5:00 p.m.
Online: http://www.clayton.edu/public-safety

Dining Services
CSU Dining Services
Telephone: (678) 466-4213

CSU Dining Services offers a variety of dining options on campus. The Lakeside Dining Hall is an all-you-care-to-eat location for students with meal plans. It offers grill items, a hot line with meat and vegetarian entrees and sides, a salad bar, a deli, brick oven pizza, desserts and beverages. In addition to the Dining Hall, we have Jazzman's Café for coffee and smoothies, Pizza Hut Express, SubConnection, Simply-to-Go, and Sandella's Flatbread Café. Residents of Laker Hall must have one of the mandatory meal plans (selected during the Laker Hall contract). Commuter students may purchase a block meal plan in the LakerCard Center. For more information about Dining Services and meal plans, visit: http://www.csudining.com/.

Lakeside Dining Hall
Location: University Center - First Floor
Telephone: 678-466-4210

The Lakeside Dining Hall is an all-you-care-to-eat dining hall. The Dining Hall features a variety of breakfast, lunch and dinner options where you can eat as much as you like during each visit. Dining options include:

- A full salad bar
- Make-your-own deli sandwiches
- Brick-oven pizza
- Hot-off-the-grill burgers
- Specialty sandwich each day
- Hot entrées featuring American, vegetarian and international selections
- Desserts and beverages

Meal plan customers will appreciate the great value their meal plan offers over the cash price. Meal Plans are accessed with your LakerCard. Cash, credit/debit cards, LakerBucks, and Dining Dollars are also accepted for payment of an individual all-you-care-to-eat meal

Need to eat in your office or on the run? Get a to-go meal with either our reusable to-go container (one-time $3.00 charge) or with our single-use biodegradable container. Additional details are available at the Dining Hall.

Hours of Operation: *Monday – Friday*
Breakfast: 7:30 a.m. – 10:30 a.m.; Lunch: 11:00 a.m. – 4:00 p.m.; Dinner: 4:30 p.m. – 8:00 p.m.
Online: http://www.csudining.com/

Jazzman's Café
Location: University Center - Second Floor
Telephone: 678-466-4207

Wake up and smell the fresh-brewed selection of coffees. Relax or study as you enjoy a fresh salad or sandwich. Or, maybe you need a pick-me-up in the afternoon…how about an ice-cold smoothie

or fresh-baked cookies and pastries. Jazzman's is a great place to get a snack on the run or meet up with friends and relax. Cash, credit/debit cards, LakerBucks, and Dining Dollars are accepted for payment.

Hours of Operation: *Monday – Thursday*: 7:00 a.m. – 8:00p.m.; *Friday*: 7:00am – 5:00 p.m.; *Saturday*: Noon – 4:00 p.m.
Online: http://csudining.com/

Sandella's
Location: Laker Hall Lobby
Telephone: 678-466-7474

Sandella's Flatbread menu features premium quality, health-conscious and simply delicious items for your enjoyment. Great tasting wraps, quesadillas, rice bowls, salads, and more. The menu includes a great vegetarian selection plus all menus can be made vegetarian. Eat Right, Right Away!

We Proudly Serve Starbucks brewed coffee, tea and hot chocolate to perk up your day or to complement your meal.
- Paninis
- Rice bowls
- Flatbread pizzas
- Quesadillas
- Burritos
- Snacks and beverages

Cash, credit/debit cards, LakerBucks, and Dining Dollars are accepted for payment. Sandella's accepts meal swipes on the weekends and for weekday breakfasts! One meal swipe, valued at $8.00 for brunch and dinner, and $5.00 for breakfast, is allowed per meal period and can be used to purchase specially-designed combo meals. Meal swipes are accepted on Saturday and Sunday between 11:00 a.m. - 2:00 p.m. and 4:30 - 7:00 p.m., and Monday through Thursday between 8:00 a.m. and 10:30 a.m. Any purchases over the meal swipe value can be paid with cash, credit or dining dollars and LakerBucks.

Hours of Operation: *Monday – Thursday*: 8:00 a.m. – 11:00 p.m.; *Friday*: Closed; *Saturday*: 11:00 a.m. – 7:00 p.m.; *Sunday*: 11:00 a.m. – 11:00 p.m.
Online: http://www.csudining.com/

Pizza Hut Express
Location: University Center - First Floor
Telephone: 678-466-4210

For breakfast, enjoy fresh biscuit sandwiches with your choice of:
- Egg & Cheese
- Bacon, Egg & Cheese
- Sausage, Egg & Cheese

- Hash browns and coffee also available

For lunch, grab a Personal Pan Pizza® topped with quality meats, fresh vegetables, and pure mozzarella cheese. Try the Tuscany pastas or make it a combo with breadsticks and a drink. We also have Cinna-Sticks available for a sweet finish to any meal. Cash, credit/debit cards, LakerBucks, and Dining Dollars are accepted for payment.

Hours of Operation: *Monday – Thursday*: 11:00 a.m. – 7:30 p.m.; *Friday*: 11:00 a.m. – 3:00 p.m.
Online: http://www.csudining.com/

SubConnection
Location: University Center - First Floor
Telephone: 678-466-4210

SubConnection offers made-to-order subs, wraps, and salads. Choose from a variety of fresh baked breads loaded with high-quality meats, cheeses and finished off with your favorite garden toppings & condiments. Or grab a fresh-made salad filled with fresh vegetables and tender meats. Cash, credit/debit cards, LakerBucks, and Dining Dollars are accepted for payment.

Hours of Operation: *Monday – Thursday*: 11:00 a.m. – 7:30 p.m.; *Friday*: 11:00 a.m. – 3:00 p.m.
Online: http://www.csudining.com/

Vending
Vending services are available across campus. Selections include soft drinks, water, juices, energy drinks, and snack items. All vending machines accept cash and LakerBucks. Vending purchases using LakerBucks receive a 5% discount. For questions or refunds, contact the LakerCard Center at (678) 466-4215.

Disability Resource Center
Location: Edgewater Hall, Room 255
Telephone: 678-466-5445

The Disability Resource Center, in partnership with the university community, strives to create an accessible, inclusive campus where students with disabilities have an equal opportunity to fully participate in and benefit from all aspects of the educational environment. In accordance with the ADA and other laws, we provide accommodations to support physical and programmatic access, as well as related services, to CSU students with documented disabilities. The DRC serves as a resource for students, faculty, staff and the community regarding disability issues. Students with disabilities seeking accommodations or services should submit appropriate documentation to verify eligibility. Documentation guidelines, information and necessary forms are available in our office or on our

website. Under the law, a disability is a condition that substantially limits one or more major life activities. Disabilities include, but are not limited to:

- Cognitive disabilities (LD, ADHD, brain injury, etc.)
- Autism Spectrum Disorders
- Psychological disabilities
- Sensory disabilities (visual, hearing)
- Motor/mobility disabilities
- Speech/language disabilities
- Chronic health impairments

Based on the documentation provided, students may be eligible for one or more accommodations. Common accommodations may include, but are not limited to:

- Extended test time
- Permission to audio record lectures
- Distraction-reduced testing environment
- Sign language interpreter services
- Alternate text formats for textbooks and other printed course materials
- Use of computers with assistive technology for testing
- Housing modifications
- Captioning services
- Assistive listening devices
- Volunteer note-takers
- Priority registration
- Physical access accommodations

Hours of operation: *Monday – Thursday*: 8:00 a.m. – 5:00 p.m.
*Evening test administration, by appointment, with a minimum of one week's notice; *Monday – Thursday*: 5:00 p.m. - 7:00pm.
Online: http://www.clayton.edu/drc

Division of Student Affairs

Location: University Center, Room 250
Telephone: 678-466-5444

The Division of Student Affairs supports the mission of the University by providing the highest quality programs, services, and initiatives that enhance student educational experiences and foster discovery, learning and leadership in a diverse, global society. We value excellence, diversity and respect for others, integrity, and support the University's commitment to community and civic engagement. The Division of Student Affairs works in collaboration with the University community to promote student success.

Included under the Division of Student Affairs: Housing and Residence Life, Student Activities Center, University Health Services, Career Services, Campus Life (Leadership Development, Greek Life and Volunteer Center), Community Standards, Disability Resource Center, International Student Services, Counseling and Psychological Services, Recreation and Wellness, Student Affairs Business Office, Veterans Resource Center, and Student Government Association.

Hours of Operation: *Monday - Friday*: 8:00 a.m. - 5:00 p.m.
Online: http://www.clayton.edu/student-affairs

Housing and Residence Life

Location: University Housing Main Office, Clayton Station
Telephone: 678-466-4663

Location: 24-hour Community Desk, Laker Hall
Telephone: 678-466-5130

Clayton State University housing facilities consist of Laker Hall for approximately 400 new, first time, full time freshmen, and Clayton Station Apartments, which houses approximately 800 upperclassmen. Laker Hall features 4 bedroom/2 bath suite-style units with kitchenette and a shared commons area. Clayton Station Apartments offer 2- and 4-bedrooms suite-style units with private baths, a full kitchen, living room, and washer and dryer. Contract terms include 10-month and semester-only options. Additional facility amenities include:

- Live-In Professional and Para-professional staff
- 24 Hour Community Desk
- Easy access to campus resources and activities
- Suite-style rooms
- Snack Cafe
- Study Lounges
- Wireless high-speed internet
- Cable Television
- Laundry Facilities
- Game Room
- Swimming Pool (seasonal)

Hours of Operation: *Monday-Friday*: 8:00 a.m. -5:00 p.m.
Online: http://www.clayton.edu/housing

LakerCard Center

Location: University Center – First Floor
Telephone: (678) 466-4215

The LakerCard is your official Clayton State student ID card. It is required as photo identification on campus and for access to various services, including the Library. Students can deposit money to their LakerBucks Account for cashless payment of goods and services at:

- The Loch Shop
- All Dining locations
- SmartPrint
- Vending
- Student copying
- The Dental Clinic
- University Health Services
- Public Safety

LakerCard Online allows cardholders and guests to make deposits to the LakerBucks account and allows cardholders to manage their LakerCard and LakerBucks account online.

The LakerCard is required for using Bookstore Bucks at the Loch Shop and online during the days of Bookstore Bucks at the beginning of each semester.

The LakerCard is required to access your meal plan at the Lakeside Dining Hall and Dining Dollars.

For Laker Hall residents, the LakerCard provides access to Laker Hall, your suite, and laundry machines. For Clayton Station residents, the LakerCard provides access to your suite. The LakerCard Center also provides the following services as a convenience:

- Higher One support
- Meal Plan sales and support
- Fax services
- SmartPrint refunds and support
- Vending refunds and support
- Career Center testing fee payments
- Cell Phone and used household battery recycling

Smartprint/Copying

SmartPrint is the student printing service on campus. Documents must be queued from your laptop computer using the SmartPrint print queues (download available online) or from the GALILEO workstations. Print stations are located in the Library, Software Support, the University Center, Laker Hall, Natural and Behavioral Sciences, the Center for Academic Success, and the Music Building. Photocopiers are located in the Library and University Center. Both services accept LakerBucks exclusively for payment. For questions about SmartPrint, contact the LakerCard Center at (678) 466-4215.

Hours of Operation: *Monday - Thursday*: 8:00 a.m. – 7:00 p.m.; *Friday*: 8:00 a.m. – 3:30 p.m. Online: http://www.clayton.edu/auxiliaries/lakercard

Office of Career Services

Location: Edgewater Hall, Room 228
Telephone: 678-466-5400

The Office of Career Services assists students in developing the self-awareness, knowledge, and skills that prepare them to manage their careers now and after graduation. Career counseling is available for students who need assistance choosing majors and career paths. Students can access a variety of programs and services to assist them in discovering opportunities for student jobs and internships, developing professionally, and launching a career. Career Services also provides mutually beneficial linkages between the University and the employment community. Employers post opportunities online and recruit and interview students seeking internships, part-time jobs, and full-time career positions. Services available through the Office of Career Services include the following:

- Career counseling
- Seminars and workshops related to professional development and an effective job or career search
- Resume critique services
- Practice interviews
- Online access to employment and internship opportunities through Laker CareerZone
- Employer networking opportunities
- On-campus recruiting and interviewing
- Individual career coaching
- Four annual career or job fairs
- Job search assistance

Internships and Cooperative Education

Students complement their academic learning with practical experience in a work setting related to their programs of study or career goals. Most degrees require internships and many include elective internships. Students should refer to specific program requirements regarding required and optional internships. Cooperative Education also provides work-related learning experiences, usually over an extended number of semesters, often without earning academic credit. Students who do not earn credit may receive non-credit transcript documentation for participating in internships or cooperative education.

Students interested in internships or cooperative education must meet the following eligibility requirements:

- Complete at least one full semester at Clayton State;
- Earn the appropriate number of credit hours (baccalaureate degree - 30 hours; associate degree - 18 hours; certificate - 12 hours);
- Maintain Good Academic Standing;
- Complete all course prerequisites;
- Obtain prior approval from the Office of Career Services and the appropriate faculty coordinator by providing evidence that the experience is directly related to the student's program of study.

After a student is offered and accepts a position, he or she must articulate clear learning objectives on the *Internship Learning Agreement Form* which provides a statement of understanding between the

student, the University, and the internship site and is used to document student progress. Any student who fails to submit a completed *Internship Learning Agreement Form* by the deadline is subject to being withdrawn from the course.

Hours of operation: *Monday – Friday:* 8:00 a.m. – 5:00 p.m.; Evening hours by appointment
Online: http://www.clayton.edu/career
Email: career@clayton.edu

Office of Community Standards
Location: University Center, Room 250
Telephone: 678-466-5444

The Office of Community Standards works to educate students on their rights and responsibilities in the University Community, and through its processes and procedures, ensures accountability for improper behavior, upholds the requirements of due process, and applies fair, appropriate, and educational disciplinary sanctions for conduct violations.
- Conflict Resolution and Mediation Services
- Alcohol Education and Programming
- Conduct Corner Newsletter
- Peer Health Educator
- Programming on various conduct issues
- Leadership Opportunities
- Resources of Faculty about Academic Misconduct

Hours of Operation: *Monday - Friday*: 8:00 a.m. - 5:00 p.m.
Online: http://clayton.edu/community-standards.

Office of Information Technology & Services

The HUB
Location: University Center, Room 101
Telephone: 678-466-HELP (4357)
Email: thehub@clayton.edu

The HUB is the frontline technical support center for Clayton State University. We provide support for student, faculty, and staff technical problems, as well as provide support for students needing help with school related applications. We strive to make sure technology enhances the learning process at CSU.

- Technical support for computer devices and campus connectivity

- All hardware and software troubleshooting services
- Preferred vendor hardware repairs
- Software installation assistance and troubleshooting
- Workshops and individual assistance with all campus supported software and training
- Scanner available, client must provide media for saving scanned items

Hours of Operation: *Monday – Thursday:* 8:30 a.m. – 7:00 p.m.; *Friday:* 8:30 a.m. – 1:00 p.m.
Online: http://clayton.edu/hub

Media & Printing Services

Location: Faculty Hall, Room 126
Telephone: 678-466-4377

Media & Printing Services provides A/V instructional classroom equipment and printing and copying services for the faculty and staff of Clayton State University. M&PS student services include:
- free usage of digital cameras for classroom projects
- free usage of camcorders/tripods for classroom projects
- printing of color posters and flyers for student organizations with authorized accounts (Students should contact LaShanda Hardin in the Office of Campus Life for details)
- laminating and binding services also available

Hours of Operation: *Monday - Friday*: 8:00 a.m. - 5:00 p.m.
Online: http://www.clayton.edu/media

Student Government Association

Location: Student Activities Center, Room 203
Telephone: 678-466-5435

The Student Government Association (SGA) is an elected body of student representatives who work in conjunction with the Division of Student Affairs and other administrative units to address student issues. The Student Government Association also facilitates communication between students and Clayton State administration and the University System of Georgia. The Student Government Association promotes the general welfare of the student body by obtaining student input and recommending policies and regulations to the appropriate decision-making administrators of Clayton State University. Some of SGA's initiatives include:
- Student Appreciation Day
- Midnight Study Breakfast
- Annual Student Forum
- Homecoming King and Queen Campaign

Hours of Operation: Varies
Online: http://www.clayton.edu/sga

The Loch Shop
Location: Edgewater Hall - First Floor
Telephone: (678) 466-4220

The Loch Shop is your one-stop shop for all required course materials, technology products and Clayton State University logo items. Among the product lines offered by the Loch Shop are:

- Textbooks and other required course materials, as requested by your professor
- E-books
- Dell and Lenovo laptops (meet CSU requirements)
- CSU logo apparel and non-logo apparel
- CSU gift merchandise
- School and office supplies
- Backpacks
- Study Aids
- Snacks and beverages

Bookstore Bucks are available at the beginning of each semester. Up to $1,000 in Bookstore Bucks is available to students for the purchase of any Loch Shop merchandise. An additional $1,000 can be requested on the SWAN for the purchase of laptops and other technology needs. Bookstore Bucks are also available for use online at http://www.ishoplochshop.com/. (Note: Your LakerCard is required to use your Bookstore Bucks in the store and online.) The Loch Shop's online store allows you to purchase your textbooks and other CSU products anytime, anywhere.

The Loch Shop offers several options for textbook purchases. We offer new textbooks, used textbooks, textbook rentals of over 85% of all titles, and e-books. The Loch Shop also conducts Book Buyback during final exams and at the beginning of the Fall semester.

Visit our website for dates and times for Bookstore Bucks and Book Buyback, as well as promotions and events hosted by the Loch Shop.

Hours of Operation: *Monday – Thursday*: 8:00am – 7:00pm; *Friday:* 8:00am – 3:30pm (Hours will vary when classes are not in session.)
Online: http://www.clayton.edu/auxiliaries/The-Loch-Shop

The Loch's Nest
Location: University Center – Main Street
Telephone: (678) 466 – LOCH

The Loch's Nest is Clayton State University's new spirit shop and convenience store. The Loch's Nest features:

- Candy, snacks, and beverages
- Scantrons and Blue Books
- Mobile device accessories
- CSU Clothing

- Cafe seating on Main Street
- **Coke Freestyle machine**

Hours of Operation: *Monday – Thursday*: 8:00 a.m. – 9:00 p.m.; Friday: 8:00 a.m. – 3:30 p.m.; *Saturday*: 12: 00 p.m. – 4:00 p.m.
*Hours may vary between semester breaks
Online: http://www.clayton.edu/auxiliaries/Lochs-Nest

University Health Services

Location: Clayton Station - 1000 Building
Telephone: (678) 466-4940

University Health Services (UHS) is available to meet the healthcare needs of CSU students at its location in Clayton Station Apartments, Building 1000. Services provided include illness and injury care, immunizations, sports and employer physicals, GYN care, allergy and asthma treatments, preventive care, prescription management, laboratory services, office procedures, referrals to specialists, STD testing, birth control and health education. Appointments may be scheduled in advance but walk-ins are always welcome when a physician or nurse practitioner is available in the clinic.

The student health fee covers unlimited office visits with a physician or nurse practitioner, over-the-counter medications and limited in-office lab tests each semester. Immunizations, diagnostic laboratory testing, physicals, office procedures, and prescription medications require students to pay a fee for service. Each semester, UHS offers health fairs with various free healthcare testing opportunities.

Hours of Operation: *Monday-Thursday*: 7 a.m. - 5 p.m., *Friday* 8 a.m. – 3 p.m.
Closed Saturday, Sunday and CSU holidays.
Online: http://www.clayton.edu/uhs (current fee schedule and additional information)

University Relations

Location: Clayton State East - Woodlands Hall, 2nd Floor
Telephone: 678-466-4460

The Office of University Relations serves the Clayton State campus, plus external audiences, notably alumni, friends of the University, Clayton State retirees, the general public and the news media, as the information source for the University. Services include:

- Three major publications; The Laker Connection magazine, the Campus Review newsletter, and the Laker Lines e-zine
- Social networking; Facebook, Twitter and the Clayton State news blog, Laker Log
- Producing and disseminating news releases on events, information and people at Clayton State
- Serving as the on-going collector and disseminator of the history of Clayton State University

Hours of Operation: *Monday - Friday*: 8 a.m. to 5 p.m.
Online: http://www.clayton.edu/news/About

Veterans Resource Center
Location: Edgewater Hall, Room 115
Telephone: 678-466-5527
Email: VeteransResourceCenter@clayton.edu

The Veterans Resource Center (VRC) is committed to helping create a seamless transition into higher education for Military Service Members and their dependents. The VRC provides Service Members a welcoming and dedicated venue to assist in adjusting to campus life and achieving academic excellence. The VRC is a place for Veterans and Active Duty members alike to meet, get information, and just hang out and be themselves with like-minded individuals who understand the military culture and language. Knowing that transitioning back to a civilian lifestyle, including the campus lifestyle, can be a culture shock for some, the VRC staff is dedicated to providing resources, connections and support for all armed forces members and their families throughout their college career. The VRC operates as a "4-1-1" location for information about services available on campus and in the local community. Learn more about the Veterans Resource Center online at http://www.clayton.edu/veterans-information-page/home

Hours of Operation: *Monday – Friday*: 8:00 a.m. - 5:00 p.m.
Online: http://www.clayton.edu/veterans-information-page

Campus Centers and Activities

Intercollegiate Athletics
Location: Athletics Center
Telephone: 678-466-4678

Clayton State University Athletics program features 10 sports and competes at the NCAA Division II-level in the Peach Belt Conference. The University has five male and five female teams, which compete in six sports:
- men's and women's basketball
- men's and women's soccer
- men's and women's cross country
- men's and women's track
- women's tennis
- men's golf.

In the Peach Belt Conference, the Lakers face such schools as Columbus State, Georgia College, Armstrong Atlantic, and Georgia Regents. The conference consists of fourteen Southeastern schools that have won 33 national championships. Clayton State's Women's Basketball team won the 2011 Division II National Championship. All students are strongly encouraged to support their teams by attending games, meets, and matches. Admission to home events is free for Clayton State students with a LakerCard.

Hours of Operation: *Monday – Friday*: 8:00am-5:00pm
Online: http://www.claytonstatesports.com/

Recreation and Wellness

Location: Student Activities Center
Telephone: 678-466-4976

The Department of Recreation & Wellness is responsible for the operation and management of the 26,500 square foot, multi-level Fitness Center which is located within the Student Activities Center. The Department of Recreation & Wellness (DRW) aspires to facilitate the physical, social, emotional, and intellectual development of the Clayton State University students and community by providing an environment that is fun, relaxing and supportive of holistic lifestyle practice; further, DRW provides opportunities for the daily participation in recreation and leisure activities.

Online:
Recreation & Wellness: http://www.clayton.edu/recwell
Fitness Center: http://www.clayton.edu/recwell/Fitness-Center
Intramural Programs: http://www.clayton.edu/recwell/Intramural-Sports
Outdoor Adventure Programs: http://www.clayton.edu/recwell/Outdoor-Adventure

Hours of Operation: *Monday – Friday*: 6:00 a.m. – 6:00 p.m.; *Saturday*: 12:00 p.m. - 5:00 p.m.; *Sunday*: 2:00 p.m. – 8:00 p.m.
Online: http://www.clayton.edu/recwell

Spivey Hall

Location: Spivey Hall
Telephone: 678-466-4200

Clayton State University's Spivey Hall has been in existence since 1991. An elegant, intimate recital hall with 392 seats, Spivey Hall has won international acclaim for its superb acoustics and the artistic excellence of its annual concert series featuring outstanding international classical, jazz and world-music artists. Equally important are its music education programs, serving some 18,000 students from 18 metro-Atlanta counties each year. Because of its high-quality programming, Spivey Hall draws audiences from throughout Georgia and the Southeast, serving more than 35,000 people annually. Performances by Spivey Hall musicians are frequently heard on nationally-broadcast public-radio

programs reaching 1.2 million people in 250 markets across North America. Spivey Hall also supports Clayton State University's growing Department of Visual and Performing Arts program and serves as a valuable performance venue for numerous regional music ensembles.

Group tours available by appointment
Clayton State students never pay more than $10 – based on availability
Guests (over the age of 12) attending with CSU students are also $10 – based on availability
While enrolled in music appreciation at CSU, concerts are free with an advanced reservation*
Music majors attend all concerts free with an advance reservation*
CSU students may attend, free of charge, Spivey Hall's wide variety of Young People's Concerts offered during the week

*Free tickets must be picked up at least 15 minutes prior to concert start time.

Box Office Hours: *Monday - Friday*: 9:00 a.m. – 5:00 p.m.
Online: http://www.spiveyhall.org/

Student Activities Center

Location: Student Activities Center
Telephone: 678-466-5433

The Student Activities Center (SAC) is the hub for student activities, student organizations, programming and events, fitness, intramural sports, recreation, and fun at Clayton State University! Our 62,000 square foot state of the art facility is equipped with a 4,800 square foot ballroom, a high-tech, up-beat fitness center with a full range of cardio and strength training equipment, an attractive outdoor green space and other auxiliary spaces including an interactive game room, a Student Organization Suite, intramural basketball courts, and a lounge area.

Hours of Operation: *Monday – Thursday*: 6:30 a.m. - 11:00 p.m.; *Friday*: 6:30 a.m. - 8:00 p.m.;
Saturday: Noon - 5:00 p.m.; *Sunday*: 2:00 p.m. - 8:00 p.m.
Online: http://www.clayton.edu/student-activities-center

University Chorale

Location: Music Education, Room 156
Telephone: 678-466-4757

The Clayton State University Chorale performs both on and off campus throughout the year. Participation in the Clayton State University Chorale is open to students in all majors, pending a successful audition and enrollment in the appropriate ensemble course. The audition will test tonal memory, vocal range, and some music reading ability. For information, contact Dr. Michael Fuchs (michaelfuchs@clayton.edu).

Online: http://www.clayton.edu/vpa/music

University Community Chorus

Location: Music Education, Room 156
Telephone: 678-466-4757

The Clayton State University Community Chorus is open to faculty, staff, members of the community, and CSU students. CSU students enroll in MUSC 3510 for one hour of elective credit. The Community Chorus has one rehearsal each week performs a concert each fall and spring semester.

For information, contact Dr. Michael Fuchs (michaelfuchs@clayton.edu)
Online: http://www.clayton.edu/vpa/music

University Jazz Band

Location: Music Education, Room 209
Telephone: 678-466-4760

The Clayton State University Jazz Band performs on campus throughout the year. Participation in the Clayton State University Jazz Band is open to students in all majors, pending a successful audition. Contact Mr. Stacey Houghton for more information (staceyhoughton@clayton.edu).

Students must enroll in the course to participate (one hour credit, may be repeated for credit): MUSC 1710 or MUSC 3410 (Jazz Band section). Jazz Band class meetings/rehearsals are M 6:30-9:00pm in M 150.

Online: http://www.clayton.edu/vpa/music

University Orchestra

Location: Music Education Building, Room 148
Telephone: 678-466-4745

The Clayton State University Orchestra performs on campus throughout the year, including concerts together with the Southern Crescent Symphony Orchestra.
Participation in the Clayton State University Orchestra is open to students in all majors, pending a successful audition. Contact Dr. Richard Bell for more information (richardbell@clayton.edu).
Students must enroll in the course to participate (one hour credit, may be repeated for credit): MUSC 1710 or MUSC 3410 (Orchestra section). Orchestra class meetings/rehearsals are MR 5:00-6:15pm and T 7:15-9:15pm in M 150.
Online: www.clayton.edu/vpa/music

University Theatre

Location: Arts & Sciences Building, Room 126
Telephone: 678-466-4740

The Clayton State University Theatre program presents two productions on campus each year. Participation in the Clayton State University Theatre Program is open to students in all majors, pending a successful audition. Contact Ms. Shontelle Thrash for more information (shontellethrash@clayton.edu).

Students selected for participation for theatrical productions must enroll in the appropriate course in order to participate: THEA 1990, 2990 or 3991.

Online: http://www.clayton.edu/vpa/theatre

SCHOOL OF GRADUATE STUDIES
Dr. Robert A. Vaughan, Jr., Dean of Graduate Studies

Administration
Elizabeth Taylor, M.P.A, M.A.
Graduate Program Manager

GRADUATE EDUCATION
At Clayton State University, the mission of graduate education is to stimulate, encourage and support efforts that build national distinction and that are characterized by innovation and by increasing contribution to the social, cultural, economic, health and technological development needs of Georgia and the nation. The University is committed to excellence, innovation and collaboration in research and in the preparation of professionals for the highest levels of practice.

Goals for Graduate Education
- To ensure that all graduate students are educated by faculty who are at the forefront of teaching and research in their disciplines.
- To prepare students for leadership in a global society.
- To prepare students to communicate and apply knowledge in ways useful to society.
- To educate students to venture beyond existing boundaries of knowledge.
- To offer programs which are sensitive and responsive to the cultural diversity of the state and of the nation.
- To ensure that institutions will cooperate at all levels to ensure the quality of graduate education.
- To ensure that qualified students will have access to graduate education.
- To identify pre-college and undergraduate students with high academic potential and encourage them to pursue graduate study.

Role of the School of Graduate Studies at Clayton State University
- Articulate a vision of excellence;
- Provide for quality control in graduate education;
- Maintain equitable standards across disciplines;
- Define what graduate education is and is not;
- Bring an institution-wide perspective to post-baccalaureate education;
- Provide an interdisciplinary perspective;
- Enhance the intellectual community of scholars among graduate students and faculty;
- Serve as an advocate for graduate education;
- Emphasize the importance of adequately training future college and university teachers;
- Develop ways for graduate education to contribute to and enhance undergraduate education;
- Support graduate student services;

- Serve as an advocate for issues and constituencies critical to the success of graduate programs.

Graduate Degree Programs

- Master of Arts in Liberal Studies, concentrations in English, History, Mathematics, Philosophy, Political Science, and Liberal Arts
- Master of Business Administration, concentrations in Accounting, Human Resource Leadership, International Business, Sports and Entertainment Management, and Supply Chain Management
- Master of Health Administration
- Master of Science in Nursing, concentrations in Education, Family Nurse Practitioner, and Leadership
- Master of Arts in Teaching, concentrations in Biology, English, History, and Mathematics
- Master of Archival Studies
- Master of Science in Criminal Justice
- Master of Science in Psychology, concentrations in Applied Developmental and Clinical
- Master of Education with a major in Teacher Leadership

General Policies

Clayton State University encourages applications for admission from qualified students regardless of gender, culture, race, religion, ethnic background, national origin, age, veteran status, or disability. Admission of students to Clayton State University is within the jurisdiction of the University. Preference for admission to any term will be given to those applicants whose credentials indicate the greatest promise of academic success in their chosen program of study.

An application for admission may be obtained from the School of Graduate Studies website at http://www.clayton.edu/graduate . An application should not be submitted earlier than one year prior to the term for which admission is desired. The School of Graduate Studies reserves the right to return all applications received after the published deadline for a particular term or after any enrollment limit or program limit is reached. Admission is for a specific term. If the student is unable to enroll for the term indicated in the letter of admission, the School of Graduate Studies should be informed immediately, as admission is not automatically deferred to a future term.

Offers of admission to the University are often contingent upon the subsequent receipt of official college or university transcripts indicating satisfactory performance and verification of baccalaureate and graduate degrees. Failure to submit such documents before the end of the second week of classes of the initial academic term will result in the loss of registration privileges for any subsequent term until the delinquent documents have been received. An application or residency statement submitted by or on behalf of a student that contains false, fraudulent, or incomplete statements may result in denial of admission or denial of further registration and/or invalidation of Clayton State University credit and related degrees.

Every student must complete in its entirety the Immunization form when admission is granted. The form is available on the School of Graduate Studies website at http://www.clayton.edu/graduate . The form must be forwarded to University Health Services prior to registration. Clayton State University reserves the right to cancel the admission or readmission of any applicant whose health record indicates the existence of a condition which may be harmful to members of the University community.

Application Information

The School of Graduate Studies at Clayton State University welcomes your application for graduate study. The information below includes instructions and details all materials needed to complete an application for admission to graduate study at Clayton State University. Most of your questions concerning the admissions process will be answered if you read this information carefully and/or visit the School of Graduate Studies website.

Basic Requirements

Persons seeking admission to the Clayton State University School of Graduate Studies must hold a baccalaureate degree from an institution accredited by an appropriate regional accrediting association or its international equivalent prior to the expected semester of matriculation.

Applicants are responsible for submitting all application materials required by the School of Graduate Studies and degree program by the appropriate application deadline. These items are described in this publication include, but are not limited to, the following:
- application for admission,
- application-processing fee,
- transcripts from every institution previously attended,
- entrance test scores,
- letters of recommendation,
- certification of finances forms (international applicants), and
- any additional supplemental material required by the program of study

Applicants must be admitted to the School of Graduate Studies before they are eligible to register. Official acceptance is conveyed to the applicant in a formal letter issued by the School of Graduate Studies. Admission is granted for a specific semester and is validated by enrollment for that semester.

An applicant wishing to defer an application to a future semester should first consult with the academic department. An applicant may submit a one-time deferment request to the School of Graduate Studies. After the original semester of matriculation has begun, the applicant must submit a new application and application fee to defer an application to a future semester.

An applicant may have no more than two applications for graduate degree programs current at any given time. An applicant who adds a second application for a new program or changes the current application to a new program is responsible for ensuring that all supplemental requirements and materials of the new academic department, including letters of recommendation, are sent to the School of Graduate Studies. Academic departments may refuse admission to applicants whose files are

incomplete after the beginning of the semester of expected matriculation and when the applicants have not requested deferrals to future semesters. The application and supporting documents become the property of the University and cannot be returned or forwarded elsewhere.

Provisional Admission

The use of Provisional admission is solely the prerogative of the School of Graduate Studies. Provisional Graduate Status may be given to applicants who show promise but are not able to fulfill all the requirements for admission to Full Graduate Status at the time they apply. Students admitted under the Provisional category are informed of expectations or conditions in the letter of admission. Provisional status may not be used as a mechanism to accept students and allow the submission of admission materials, such as standardized test scores, at a later date. Graduate student may take a maximum of nine semester hours of coursework in a provisional status, but may not be in provisional status for more than one semester. In the rare instance when a provisional extension may be necessary, the Graduate Director must submit a justification letter for approval by the Graduate Dean. Students admitted to Provisional Status may be dismissed from their programs if the School of Graduate Studies determines that the student is not making satisfactory progress toward progression to Full Status.

Non-Degree Admission

Non-Degree Status is provided for students who wish to take a limited number of graduate courses (typically not more than two) that relate to their academic or professional backgrounds but do not lead to an advanced degree. A student seeking admission to Non-Degree Status should submit completed application forms, application fee, transcripts from all colleges or universities attended, and a list of courses he or she wishes to take. A student is admitted to this status at the option of the department concerned and when adequate resources are available. Applicants for the Non-Degree Status should consult the Graduate Program Director to learn about any additional requirements or policies that pertain to non-degree admission. Admission to Non-Degree Status does not warrant or secure admission to any degree program. Some departments do not accept non-degree students. Should a student be subsequently accepted to a graduate degree program at Clayton State, those courses that were taken as a non-degree student will not necessarily be counted toward the degree program requirements.

Transient Admission

A graduate student in good academic standing at another college or university may apply for admission and enrollment as a transient student at Clayton State University. Transient status is usually limited to one term at a time, and enrollment is subject to the following requirements and conditions:

1.   An applicant must complete an application for admission and furnish documentation from the Registrar of the college or university last attended that includes the following:
  a.   a recommendation for transient admission to Clayton State University,
  b.   a statement that the student is eligible to return, and
  c.   a list of recommended courses to be taken at Clayton State University.
2.   Transient enrollment is on a space-available basis, and some courses may be closed to transient students at some stages of the registration process.

3.   Transients must meet Clayton State prerequisite/co-requisite and major restriction requirements for individual courses even if the sending institution has authorized the course.

Communication

To expedite application processing and provide timely information, the School of Graduate Studies will communicate with applicants primarily by email, unless email correspondence is not possible. Notification of admissions decisions will be by official letter from the School of Graduate Studies.

Applicants are encouraged to provide a web-based email address that will remain valid regardless of changes made in the internet provider services. Email addresses that are provided by applicants will be used only for the purpose of carrying out admissions business.

Important: Email accounts need to have adequate memory; and message filters need to be set appropriately to be sure that messages are not filtered from your mailbox before you can view them. Applicants should check email messages frequently.

Application for Admission

The completed electronic application for admission and a nonrefundable $75.00 (U.S. currency) processing fee payable to Clayton State University should be submitted to the School of Graduate Studies by the appropriate deadline specified below. Only checks drawn on U.S. banks and money orders that can be cashed at U.S. banks are acceptable. **The final recommended deadlines for applications and supporting documents for graduate applicants with United States citizenship or permanent resident status are:**

Admit Term	Final Recommended Deadline
Fall	July 15
Spring	November 15
Summer	April 15

Full application materials received by the preferred deadline will be given priority review. Although the School of Graduate Studies will continue to process application beyond the final recommended deadline, it is the applicant's responsibility to ensure adequate funds are available by the fee payment deadlines. There is no guarantee financial aid monies will be available the longer an applicant waits to complete his/her application for admission. Please note some specific degree programs may have earlier deadlines.

The final recommended deadlines for applications and supporting documents for international graduate students are:

Admit Term	Final Recommended Deadline
Fall	May 1
Spring	September 1

Summer   February 1

College Transcripts

One (1) official transcript from each college and university attended must be submitted to the School of Graduate Studies. Transcripts are considered official when they are sent directly from a college or university to the School of Graduate Studies and contain an official seal and/or signature. Applicants who have previously attended Clayton State University are required to submit the transcripts from each institution that they have attended, including Clayton State University. The School of Graduate Studies will neither request nor accept the transcripts of the institutions that an applicant has previously attended from the Office of Recruitment and Admissions or other university offices.

Test Scores

Official test scores on either the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) are generally required of all applicants. The GRE and GMAT scores are only considered official when sent directly to the School of Graduate Studies from their respective testing service. Examinee copies are not considered official. Detailed information on the GRE may be obtained from the Educational Testing Service at www.ets.org and information on the GMAT may be obtained from the Graduate Management Admissions Council at www.mba.com. Clayton State University's institution code for the GRE is 5145. Clayton State University's institution code for the GMAT is BD3-SV-70.

If you are taking the GRE computer based exam it will take approximately three weeks after your test date for the scores to reach our institution. If you are an international applicant taking a paper-based exam it will take approximately four weeks for your score report to reach our institution. The GRE paper based exam is not offered in the United States.

If you are taking the GMAT computer based exam it will take approximately five weeks after your test date for the scores to reach our institution. GMAT does not offer a paper based exam. Please make sure to take into consideration the deadline of the semester to which you are applying when you schedule your test date. You will need to allot ample time for the scores to reach us. The School of Graduate Studies at Clayton State University is not responsible for delays that might occur in the processing or mailing of test scores.

Test Preparation Courses for the GRE and the GMAT are available through the Continuing Education division at Clayton State University. Information on these courses is available on-line at http://www.clayton.edu/conted . Other GMAT Test-Prep courses can be found at http://www.mba.com/. Preparation materials for the GRE exam can be found at http://www.ets.org/gre.

International Students

Clayton State University encourages the enrollment of students from other countries. Applicants needing a student visa are required to provide proof of financial support for at least the first year of their degree program. International students with a student visa are required to carry a full course of study during every semester except the summer semester. In order to ensure that language barriers do

not potentially hinder international students from taking advantage of all available opportunities and in an effort to foster academic success, an acceptable score on a standardized English language proficiency examination must be submitted as part of the graduate application. Only those applicants whose native language is not English or whose language of college instruction was not English are required to submit English Language proficiency scores on either the Test of English as a Foreign Language (TOEFL- http://www.ets.org/toefl) or the International English Language Testing System (IELTS- http://www.ielts.org/). The recommended minimum score for the TOEFL is 79-80 internet based total. The recommended minimum IELTS total score is 6.

At the graduate level, admissibility is based on a thorough review of all of the credentials an applicant submits. Applicants whose score falls below the recommended minimum should contact the Director of Graduate Studies (http://www.clayton.edu/graduate/coordinators) for their program. If an applicant's overall credentials suggest a potential for success at the graduate level in spite of a deficient proficiency test score, a waiver of the recommended score requirement may be granted (additional ESL instruction may be required as a condition of the waiver). (Note: waivers are rarely granted, and only in specific circumstances where the other elements of the graduate application indicate a strong likelihood for success. For example, an above average score on the verbal and the analytical writing portions of the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) might indicate the applicants possess sufficient English language proficiency.)

Applicants whose language of instruction was English should have the Registrar of the home institution submit a letter to the School of Graduate Studies attesting/certifying that the language of instruction for the baccalaureate degree was English. If this documentation is unavailable, applicants must submit the official acceptable scores on the TOEFL or IELTS. International applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). TOEFL scores are considered official only when they are sent directly to the School of Graduate Studies from the Educational Testing Service. Examinee copies are not considered official. Detailed information on the TOEFL may be obtained from the Educational Testing Service at www.ets.org . Clayton State University's institution code for the TOEFL is 5145. If you are taking the TOEFL internet based exam it will take approximately five weeks after your test date for the score to reach our institution.

Academic credentials must be original documents with authorized signatures, seals, stamps, and must be evaluated by a credentialing evaluating organization. The School of Graduate Studies accepts evaluations that are prepared by either Josef Silney and Associates (http://www.jsilny.com/) or the World Education Services (http://www.wes.org/). Applicants will need to arrange individually with these organizations to have the transcript evaluations sent to the School of Graduate Studies. Applicants will need to make sure they allow ample time for these documents to be evaluated and received by the School of Graduate Studies by the appropriate application deadline. The School of Graduate Studies will not be held responsible for delays that may occur at these organizations or that might occur in mailing. Certification of finances must be completed before the Certificate of Eligibility (Form I-20) is issued. The University is required by immigration authorities to verify the financial resources of each applicant prior to issuing the Form I-20; therefore, it is important that the applicant knows the costs of attending the University and has the necessary support funds for the entire period of enrollment. The Certification of Financial Responsibility form must be completed, signed by the sponsor, and verified by the sponsor's bank or financial institution. The total amount of funds available to the student must be listed for each

year and must equal the total estimate of institutional costs and living expenses. All questions on the Certification of Financial Responsibility form must be accurately answered to avoid unnecessary delay in processing. The Financial Statement and Visa Information Form must also be completed, signed, and returned to the School of Graduate Studies.

Academic Advisement

It is the responsibility of the student to know and to satisfy any and all conditions that pertain to admission and to the satisfactory completion of degree requirements. Students may obtain advisement from the appropriate graduate faculty advisor or from the Graduate Program Director of their degree program.

Courses and Course Load

Courses numbered 5000-5999 are open to graduate students and qualifying undergraduate students. Courses numbered 6000 and above are open only to graduate students. Each graduate course will carry three semester hours of academic credit unless otherwise indicated. Nine semester hours is the maximum student load per semester; nine semester hours is the load for defining a full-residence semester for most financial aid and loans. Students who wish to register for more than nine hours of course work must obtain the approval of the Graduate Program Director and the Graduate Dean of the School of Graduate Studies.

Medical Insurance

Upon enrollment into the University, all students on F-1 visas are required to provide proof of medical and health insurance coverage.

Departmental Requirements

Some departments have additional requirements such as auditions, portfolios, letters of recommendation, departmental applications, personal interviews, and diagnostic testing. Applicants should contact the department directly regarding any special requirements.

Financial Aid

Graduate students' financial aid information is available on the Office of Financial Aid's website.

Changing Semester of Application

Applicants who do not complete their application files by the appropriate application completion deadline may request that their applications be considered for the following admission cycle. Such requests must be made in writing to the School of Graduate Studies. Students can only request to change the date of entry once without having to submit a new application form and application fee.

Changing Semester of Entry

Admission to a graduate program is valid only for the semester, degree, and major specified in the letter of acceptance. An applicant who is admitted and does not intend to enroll should notify the School of Graduate Studies in writing of this decision as soon as possible. If an accepted applicant wishes to defer entry within one year, the School of Graduate Studies reserves the right to review the application materials again and decide if postponement is appropriate. Applicants wanting to change their date of matriculation must notify the School of Graduate Studies with this request.

Retention of Records

If an applicant does not complete enrollment for the semester in which admission is sought, the application must be renewed and the School of Graduate Studies may request submission of such additional credentials and information as will be required. Incomplete application files are retained for a maximum of one year. A student who earns credit in a master's-level program and later becomes inactive may be required to reestablish his or her file. The Office of the Registrar will maintain a transcript of graduate credit earned at Clayton State University indefinitely.

Georgia Residency Status

At the time of admission, a student is classified as a resident or a non-resident of Georgia for the purpose of determining fees. The definitions of resident status for this purpose are established by the Policies of the Board of Regents of the University System and do not necessarily parallel other definitions of residency.

A listing of these definitions is as follows:

1a. If a person is 18 years of age or older, he or she may register as a resident student only upon showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
Exceptions:
   i.   A student whose parent, spouse or legal guardian is a resident of Georgia may be considered a resident, providing the parent spouse or guardian can provide proof of residency in the State of Georgia for at least 12 consecutive months prior to the date of registration.
   ii. A student who previously held residency status in the State of Georgia but moved away, then returned to the state within 12 months.
   iii. A student who is transferred to Georgia by an employer is not, upon proper documentation, subject to the durational residency requirement.
1b. No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.
2.   If a person is under 18 years of age, he or she may register as a resident student only upon showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration or has met one or more of the above exceptions.

3. A full-time employee of the University System and his or her spouse and dependent children may register on the payment of resident fees.
4. Non-resident graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
5. Full-time teachers in the public schools of Georgia, their spouses, and their dependent children may enroll as students in the University System institutions on the payment of resident fees.
6. Military personnel and their dependents stationed in Georgia and on active duty, except military personnel assigned to System institutions for educational purposes, shall pay the same fees assessed residents of Georgia. Upon proper documentation, those relocating to Georgia immediately upon discharge may register as residents.
7. All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
8. International students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this State may be enrolled upon the payment of resident fees, provided the number of such international students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
9. If the parents or legal guardian of a minor change his or her legal residence to another state following a period of legal residence in Georgia, the minor may remain classified as in-state for tuition paying purposes, provided the student remains continuously enrolled.
10. In the event that a legal resident of Georgia is appointed as a guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment, and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fees.
11. Career Consular Officers and their dependents who are citizens of the foreign nation which their Consular Officer represents, and who are stationed and living in Georgia under orders of their respective government, shall be entitled to enroll in University System institutions on payment of resident fees. This arrangement shall apply to those Consular Officers whose nations operate on the principle of educational reciprocity with the United States.

Change in Residency Status

Individuals who enter the institution as non-resident students but later qualify as legal residents must fill out a Petition for Residency Classification form, which can be found at http://www.clayton.edu/admissions. To assure that proper consideration is given to requests for changes in residency classification, students should submit a Petition for Residency Classification at least 20 days prior to the beginning of the term in which they plan to enroll. A student's residence status is not changed automatically, and the burden of proof that the student qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia rests with the student.

Lawful Presence Verification

The Board of Regents of the University System of Georgia has implemented a policy requiring University System Institutions to verify the lawful presence in the United States of all admitted students entering Clayton State University who are seeking in-state (resident) tuition status. BOR Policy 4.3.4

states: "University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status (in-state tuition).

Information regarding this requirement and how it can be satisfied are found on the School of Graduate Studies website: http://www.clayton.edu/graduate.

Servicemembers Opportunity College (SOC)
Clayton State University is a member of the Servicemembers Opportunity Colleges (SOC) Program. Participation in this program signifies that Clayton State has demonstrated a special interest in providing higher education opportunities and options for members of the United States Armed Forces. Clayton State is listed in the SOC Guide, which notifies military education professionals and service members that the University understands their special needs and is receptive to assisting them achieve their higher education goals. Contact (678) 466-5053 or the Assistant Registrar (University SOC counselor) for additional information.

General Regulations on Tuition and Fees
The majority of the operating budget of Clayton State University comes from appropriations passed by the Georgia General Assembly and allocated to the institution by the Board of Regents. Other sources of funds include student tuition, fees, contracts, gifts, and grants, including those from the Georgia Department of Technical and Adult Education.

Semester fees are payable on or before registration payment deadlines as published for each semester. A student's registration process is not complete until payment is made in full.   It is the student's responsibility to see that his or her tuition and fees are paid even if the funds are provided by financial aid, scholarship, or some other source.

Checks should be made payable to Clayton State University for the exact amount of the required fees. During the normal registration period, the University accepts payment online or in person by VISA, American Express, Discover, and MasterCard subject to validation and approval. (Payment of fees may not be deferred). All fees are due and payable per deadlines published in the Schedule of Classes.

Required Tuition and Fees

TUITION
A complete tuition and fee schedule may be found on the Registrar's website by going to http://www.clayton.edu/bursar/fees.

Books, Software, and Other Course-Related Costs
Textbooks, software, and other materials or expenses required for courses at Clayton State University are the responsibility of the individual student. Textbooks and other course materials are sold at the Loch Shop and may also be available from off-campus sources. Materials may be ordered

online from http://www.clayton.edu/auxiliaries/The-Loch-Shop/Online-Store. The cost of course materials varies with the course of study the student pursues; however, the typical full time student may expect to spend between $250 and $450 or more each semester for course materials.

Financial Aid and Scholarships

The Financial Aid Office assists students with financing their education. For information on financial aid and scholarship programs available at Clayton State University, go to the Financial Aid website http://www.clayton.edu/financial-aid

Nursing and Dental Hygiene Expenses

A student enrolling in a program in Nursing or Dental Hygiene should expect additional expenses for uniforms, graduation pins, immunizations, and liability insurance. In the case of Dental Hygiene students, there are costs for instruments. A list of such costs is available from the College of Health.

Auditor Fees

A student who wishes to audit a course will be charged the same fees as a student taking the course for credit. Financial Aid will not pay for the audited classes.

Students 62 or Older (Senior Citizens)

When space is available students 62 years of age or older may attend Clayton State University without payment of fees, except for supplies and laboratory or shop fees. Citizens of Georgia who are 62 years or older and who meet graduate school admission requirements may be eligible to attend Clayton State University on a space-available basis without payment of tuition or fees (except for supplies, the application fee, Laker id card, and special course fees). The regulations listed also apply to the CSU-62 student who wishes to audit classes instead of taking courses for credit. All usual student and institutional records will be maintained. Applicants must submit the application and required documents by the appropriate application deadline.

The following minimum requirements must be met in order for a student to receive a CSU-62 waiver:

- Must meet all applicable admission requirements for their program of study.
- Must be 62 years of age or older at the time of registration. (Submit a birth certificate or other comparable written documentation, such as a passport, verifying proof of your age.)
- Must be classified as a Georgia resident in accordance with the Regents' Requirements for Resident Status.

Regents' Tuition Remission and Reimbursement Policy

Full-time employees of the Board of Regents of the University System of Georgia who are eligible to participate in the Tuition Remission and Reimbursement program should contact the office of Personnel Services for complete information. Clayton State University participates fully in this program.

Continuing Education Course Fees

Continuing Education Courses are offered each semester by the Office of Continuing Education. Academic credit is not awarded for Continuing Education courses. Fees and refund policies for these courses are listed in brochures published by that office. The Financial Aid Office does not award financial aid for continuing education courses.

Refund Policy

Refunds are granted only in limited cases as explained below. All refunds will be issued in the name of the student and by check only. If tuition and fees have been paid by federal or state funds, the refund will be made first to the issuing agency.

1.   Refunds for cancellation of registration or reduction in hours prior to the first class day of the semester. Any student who has registered and paid will receive a full or proportional refund of fees paid (except for those identified above as non-refundable) if the student formally cancels his or her registration or reduces the number of hours taken prior to the first class day of the semester. (There is no refund for reduction of hours if the student remains enrolled in 12 or more hours since tuition caps at 12 hours.)
2.   Refunds for reduction in hours during the official Late Registration period. If the late registration process results in a reduction of hours, the student's billing for tuition and fees will be adjusted up or down to reflect the hours for which he or she is registered at the end of the Late Registration period, and a refund will be issued if appropriate. If the student's registration remains at 12 or more hours, no refund will be issued since matriculation fees cap at 12 hours. Please remember that certain fees are non-refundable.
3.   After the end of the late registration period, no refunds are issued for reduction in hours if the student remains enrolled in any course. After this point, refunds are issued only for complete withdrawal in accordance with Official Board of Regents' Policy as follows: "The refund amount for students withdrawing from the institution shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total calendar days in a semester includes weekends, but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the point in time that the amount earned equals 60%. Students that withdraw from the institution when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges."

Death and Military Refunds

A refund of all tuition and fees (except those specifically identified as non-refundable) shall be made in the event of the death of a student at any time during an academic semester. (Contact the Registrar's Office for details.)

Military students are entitled to a full refund of tuition and fees paid for a semester of enrollment in the following cases: (1) students who are members of the Georgia National Guard or other reserve components of the Armed Forces who receive orders to active military duty after the first day of

classes, and (2) military personnel on active duty in the Armed Forces who, before the end of their present station assignment, receive emergency orders for a temporary or permanent change of duty location. (Contact the Bursar's Office for details.)

Bad Check and Delinquent Account Policy

If a financial institution declines payment of a personal check tendered by a student and returns it to the University, the student will be charged $30.00. If a student check used for payment of registration fees is returned, the student will be assessed a late registration fee in addition to the service charge. A stop payment of a check does not constitute a formal withdrawal from the University or cancellation of registration and is considered a returned check. Official transcripts of credit will not be issued for students whose accounts in the Bursar's Office are held to be delinquent. If necessary, legal action will be initiated by the University for the collection of debts. Students who submit bad checks may be required to pay by other methods in the future.

Out-of-State Tuition Waivers

Clayton State University offers out-of-state tuition waivers for graduate students.

International Graduate Assistantships (IGA's)

These assistantships provide out-of-state tuition waivers, and are awarded to new incoming international students on the basis of demonstrated academic ability, evidence of extracurricular involvement and financial need. IGA's are required to work a designated number of hours per week while school is in session. To be considered, applicants must have on file a completed application for admission and completed IGA application by the stated deadline. Contact the School of Graduate Studies for more information.

Note: Tuition waivers provided for work performed is not considered employment for tax purposes and do not provide access to a US social security card. Rather the waivers are a type of non-taxable scholarship in most cases.

Graduate Assistantships (GA's)

Graduate students, including international students, may apply for regular graduate assistantships through their academic program. Awards can vary by department. Generally, GA's are not charged tuition, but must pay fees (including a health insurance fee) each semester. GA's are required to work between 10 to 20 hours per week and also may receive a monthly stipend. Contact the School of Graduate Studies for more information.

Note: Stipends are considered income and are subject to state and federal withholding taxes. International students who receive taxable income are required to file a tax return each spring in the U.S. in order to determine if those taxes are refundable according to the tax treaty between your country and the U.S.

Schedule of Classes

A Schedule of Classes and registration instructions for each semester is on the University's website at http://apps.clayton.edu/courses/schedule . A student cannot attend a course unless he or she has first registered and paid for that course. Registration is accomplished online using the Clayton State system known as the DUCK (Digital University Campus Kiosk), accessible via the SWAN.

Students are urged to become knowledgeable about these instructions and to follow them exactly. It should be understood that any deviation from the prescribed procedure may result in unnecessary delays in registration or errors in the resulting schedule. The Office of the Registrar cannot be held responsible for errors resulting from the student's failure to follow the prescribed registration and schedule revision procedures. Any problems experienced with registration should be reported to the School of Graduate Studies within 24 hours of the occurrence.

Classes are scheduled at a wide variety of times during the day, evening, and, to a lesser extent, on weekends or online. The University endeavors to schedule classes at convenient times, but due to resource constraints the times that individual courses are scheduled are necessarily limited. Students may have to adjust their personal situations to take classes when they are offered.

Students are responsible for all information published in the Schedule of Classes. Policy and program changes that occur during the academic year are announced in the semester Schedule of Classes.

Various departments of the University publish tentative advance schedules to assist students in their planning for future terms. Every effort is made to implement the current and future schedules as published, but circumstances such as staffing, funding, enrollment, and program changes may result in some changes.

ACADEMIC POLICIES

Basic Graduate Student Responsibilities

Students have responsibility for the development of their academic, social, and career goals. As part of their educational experiences at Clayton State, students are responsible and accountable for their academic choices and actions. They are responsible for reviewing, understanding, and abiding by the regulations, procedures, requirements, and deadlines described in official publications including the Graduate Catalog, Class Schedules, and applicable Departmental Graduate Student Handbooks.

Responsibilities in the Classroom

Each student is expected to:
- attend class;
- arrive for class on time and leave the classroom only at the end of class;
- engage in class discussions and activities when appropriate;

- exhibit classroom behavior that is not disruptive of the learning environment;
- make arrangements so that any children for which they are responsible are not brought into classroom buildings during class time; and,
- secure and turn off all electronic communications and entertainment devices during class time unless otherwise directed by the course instructor. Any use of a cell phone or other unauthorized electronic device during an examination may lead to an accusation of academic dishonesty, which may ultimately lead to expulsion from the University.

Course Responsibilities

Each student is expected to:
- observe the prerequisites, co-requisites and other requirements for the course;
- obtain and understand the course syllabus;
- keep up with the coursework, complete all courses requirements, submit all assignments, and take all scheduled examinations;
- address any conflicts in scheduling with the instructor as soon as possible and in accordance with course policies concerning scheduled course activities;
- review all graded material and seek help if necessary;
- notify the instructor of any documented disabilities that might interfere with completion of course work as soon as possible; and,
- fairly and thoughtfully complete the course evaluation form.

Academic Progress

Each student is expected to take an active part in assessing his or her academic progress each semester, and to monitor progress towards completion of graduation requirements. Each student is expected to:
- review academic policies and procedures described in the current Graduate Catalog as well as in applicable Departmental Graduate Student Handbooks.
- know basic University, School of Graduate Studies, and departmental admission, progression and graduation requirements in their chosen degree programs;
- meet regularly with their major advisor or the Graduate Program Director to review academic progress, program plan and continuing enrollments;
- maintain personal copies of a tentative degree plan, progress reports, general educational material, and transfer credit evaluations until after graduation; and,
- see that any academic records from other universities are transferred and received by all the appropriate offices for evaluation.

Interactions with Faculty and Other Students

Each student is expected to:
- understand the concept of academic honesty and adhere to its principles;
- be respectful and polite to all faculty and other students;
- be familiar with and abide by the University's sexual harassment policies as well as University policies regarding consensual relationships between instructors and students; and,

- consult the Student Conduct Code about other aspects of student conduct in and out of the classroom.

Academic Advisement

Academic advisement is an essential component of an education at Clayton State University, and the university is committed to providing the individual advice and assistance that students need at every step of their degree programs. All graduate students are advised in their respective departments. Students pursuing a degree that requires a thesis or cumulative project are advised by the chair of their program committee.

Computer Devices at Clayton State

Clayton State set a precedence in 1998 by being one of the first public universities to require all students to use laptop computers. We continue this tradition by requiring on demand access to an appropriate computing device for academic assignments and communications. The teaching and learning process continues to evolve using technology as a tool. Your University email address is the method of communication with the campus community. As you select your device make sure it will meet the requirements for your course of study.

In short every student should have on demand access to a computer device that meets the requirements for all academic assignments and communications. Be prepared to take your computer to class.

For hardware and software specifications and additional details, go to the CSU Computer Requirements & Recommendations website.

1. Computer Access. As a Clayton State student you are required to have on demand access to a laptop computer that meets faculty-approved hardware and software requirements for your academic program.
• Student options for "access" may include personal ownership, lease, rent, or share a laptop computer that meets minimum requirements as long as the student has regular, unrestricted access to the computer.
• A list of preferred vendors are available on the CSU Computer Requirements & Recommendations website. Vendors are given preferred status only after training and authorizing the Clayton State help desk (the HUB) to perform in-warranty repairs on laptop computers purchased by Clayton State students. Use of a Clayton State preferred vendor is not required.

2. Available Software. Office 365 is available for your laptop computer and other web browser supported devices.
• Clayton State makes all features of Microsoft Office 365 available to currently enrolled students as part of the $57.00 technology fee. It will be the student's responsibility to access the features via login with the CSU issued email account at portal.office.com. For assistance students should contact the HUB.

•   Additional software necessary for specific courses and/or programs will be available for purchase from the Loch Shop, Clayton State's Book Store and/or other vendors. The HUB can assist as needed with installation.

•   Antivirus software is required to access the Clayton State University network, wired and wireless. Many ISPs include free antivirus software with their service.

3. Internet Access. Each Clayton State student is required to have access to the Internet and to use your Clayton State issued e-mail address.

•   As a Clayton State student you are responsible for making your own arrangement with an Internet Service Provider (ISP). Check with your local providers for availability, speeds and pricing. You are encouraged to pay careful attention to the ISP's reputation for reliability and customer service.

•   Resident students will have Internet access provided by Clayton State.

•   To access the University network, wired or wireless, you are required to have up to date antivirus software and register your device the first time you connect on campus.

•   As a CSU student you are required to agree to and abide by The Computer and Network Acceptable Usage Policy. This policy is intended to clarify existing laws, agreements, and regulations regarding CSU computing resources.

•   Clayton State will provide each student with an e-mail address. The student will be responsible for monitoring this address on a regular basis for assignments and official communications from Clayton State faculty and administrators.

Registering for Courses

     A Schedule of Classes on the University's website each semester (http://apps.clayton.edu/courses/schedule).   Registration is accomplished online using the Clayton State system known as the DUCK (Digital University Campus Kiosk) via the SWAN portal.

     Classes are scheduled at a wide variety of times during the day, evening, and, to a lesser extent, on weekends. The University endeavors to schedule classes at convenient times, but due to resource constraints the times that individual courses are scheduled are necessarily limited. Students may have to adjust their personal situations to take classes when they are offered.

     Various departments of the University publish tentative advance schedules to assist students in their planning for future terms. Every effort is made to implement the current and future schedules as published, but circumstances such as staffing, funding, enrollment, and program changes may result in some changes.

University Attendance Policy

        Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

No Show Policy

It is imperative that students have a successful start of each semester by attending class during the first week and no later than the second week of the semester. A registered student who does not attend at least one class session (in person or by electronic equivalent) by the posted deadline on the academic calendar is a "no show". For students enrolled in an online course, the instructor will provide details on how online attendance will be verified.

Registration will be cancelled for any student who is submitted to the Registrar's Office as a "no show". The "no show" student will not be charged tuition for the cancelled course. However, there may be serious financial aid consequences for students who are receiving financial aid, since this will reduce the number of enrolled credit hours.

If students believe their instructor reported them as a "no show" in error, they must contact the instructor immediately to resolve the issue.

Although a student will have the right to appeal the course cancellation, consideration will only be given if the student meets all of the following criteria.

- A minimum Clayton State GPA of 3.0 (if previously enrolled)
- No more than two prior "no show" instances at Clayton State
- Recommendation of the instructor for reinstatement into the course

Students are eligible to attend class until the appeal outcome is determined. Appeals must be submitted by email to the dean or designee of the college/school no later than the last day of the third week of classes. The email must include reason for not attending during the first two weeks of class, recommendation from the instructor, and Laker ID.

Prerequisites and Co-requisites

Many courses are listed as having prerequisites, co-requisites, or absolute co-requisites. Faculty members are not permitted to waive prerequisites or co-requisites on their own.

In most cases, the University's computer system (the DUCK) is programmed to block a student's registration for a course if he or she has not satisfied the prerequisite or co-requisite requirements. However, this computer blocking is not perfect, and students are personally responsible for complying with the prerequisites or co-requisites for a course even if they are not electronically blocked from registration. Students who register for courses for which they do not qualify are subject to removal from the course and are responsible for any problems that may result, including the loss of course credit and fees.

Late Registration and Changing Schedules

Each semester the Schedule of Classes specifies a date as the last day to register for classes or to change schedules through the late registration process. After this date, the student's class schedule

becomes official and can be changed only during Drop and Add period or by official withdrawal (see below). Students are obligated to pay tuition and fees for all courses registered for as of the end of Late Registration.

Course Overload

Students may schedule up to nine (9) hours of course credit per semester without special permission. A student who wishes to accelerate his or her study by taking more than nine (9) of course credit in a semester must have a written overload request approved by the Graduate Dean of the School of Graduate Studies. In general, a student must have been at Clayton State University for at least one semester and have achieved an overall *B* (GPA 3.0) average before an overload will be approved although the Graduate Dean may make exceptions in special circumstances.

Full-time Course Load

To be certified as full-time students, graduate students must carry a minimum of nine (9) semester hours. A student who is enrolled in less than a full-time course of study at Clayton State University may be in jeopardy of:

- losing insurance coverage under his or her parent/guardian's or personal insurance policy;
- being out of compliance with the Department of Homeland Security if enrolled at Clayton State University on a student visa;
- being placed on a loan repayment schedule by a lender or guarantor if the student is the recipient of federal financial aid; and/or
- losing a scholarship if the guidelines for receiving the scholarship require full-time enrollment.

Half-time Course Load

Half-time enrollment is a minimum of five (5) semester hours for graduate students.

International Students

International students in the student visa status of F and J are required to carry a full-time course load as defined by the Department of Homeland Security.

Auditing Courses

Students may choose to take courses on an audit basis. Courses that are audited are assigned a grade symbol of *V*, and no credit toward graduation is awarded. To audit courses, students indicate their intention at the time of registration. Requests to change to audit status will not be accepted after the late registration period. All regular fees apply to audited courses. Courses taken on an audit basis will not be used for certification for financial aid, Social Security, or Veterans' Administration benefits. Students may not receive credit for courses in which they were registered as auditors unless they repeat the course for credit.

Cross-Registration in the Atlanta Regional Council for Higher Education (ARCHE)

The Atlanta Regional Council for Higher Education (ARCHE) is a group of colleges and universities in metropolitan Atlanta. Clayton State students may take courses from member institutions on a cross-registration basis. Cross-registration courses are considered transfer credit. It is usually more advantageous to the student to take a course by cross-registration than by transient status because cross-registration fees are paid to Clayton State rather than to the institution offering the course. For more information and regulations about how to cross–register, contact the Registrar's Office in 239 Edgewater Hall, (678) 466-4145.

Online Instruction

Many courses at Clayton State University are offered online as well as on campus. In online courses the majority of the instruction is delivered by online computer connection via the Internet. The Internet may be supplemented by video conferencing, or other distance learning methods. Use of this technology allows the University to offer learning experiences that are more convenient for many students. Courses offered via online instruction are identified in the Schedule of Classes each semester. Additional fees will accompany online courses.

Nature of Online Courses

Online courses are often attractive for students who cannot conveniently attend on-campus courses. Students can take all of their courses online for a given semester, or they can mix online and on-campus sections. It is important to keep in mind, however, that even though online courses offer schedule flexibility, the total time commitment and academic expectation for an online course is the same as it is for a traditional on-campus class. Some courses are offered as "partial online," "web enhanced" or "hybrid," meaning that they mix online and on-campus components.

Although routine classroom attendance is not required for online courses, some physical presence may be required on campus for orientation, testing, and, in some cases, "hands-on" experiences (labs, clinicals, observations, etc.). In addition, some online courses may have additional, optional, or required, on-campus sessions for discussion and/or review. For details, please consult the official Schedule of Classes each semester and the online syllabus for each course.

Registration for Online Courses

To take an online course, students must be admitted to the University by the normal process and be eligible to register for credit courses, including having met all prerequisites and/or corequisites.

Students should not register for online courses unless they are already thoroughly competent at sending and receiving e-mail, navigating the Internet, and using Windows-based programs. No class time will be spent on basic computer instruction.   Also, students should be aware that taking online classes requires excellent time management skills and good self-discipline.

Course Materials

Printed texts, special software, or other supporting material needed for online courses can be obtained in person or online from The Loch Shop (http://ishoplochshop.com/). Many research resources are available online through GALILEO, but some projects may require on-site library work at Clayton State or elsewhere.

Getting Started in an Online Course

When students register for an online course, they must attend orientation (either on campus or online) or submit assignment(s) as required by the course instructor by the semester payment and no show deadlines.

If a student does not attend the Orientation or submit assignment(s), the student will be considered a "No Show" and will encounter the consequences explained in the semester Schedule of Classes. Emailing the instructor will not suffice for attendance and the student will be counted as a no-show.

The instructor's e-mail address and information about orientation sessions are usually included with the appropriate course listing in the Clayton State Schedule of Classes or on the Online Instruction Website. If students have difficulty contacting their instructor using their Clayton State e-mail, they should call the college that offers the course (Arts & Sciences, (678) 466-4700; Business, (678) 466-4500; Health, (678) 466-4900; Information & Mathematical Sciences, (678) 466-4420).

Withdrawal From Courses

All registrations are final and students are obligated to pay tuition and fees as of the end of the late registration period. A grade symbol will be placed on the transcript for all courses in which the student is registered as of the end of the late registration period.

Students who wish to receive a grade of *W* (withdrawal) or, in certain circumstances, *WF* (withdrew failing) must act in accordance with the policies and procedures explained here and in the semester Schedule of Classes.

Official Withdrawal Form Required

A student desiring to withdraw from a specific class, multiple classes, or all classes must submit an official withdrawal form to the Office of the Registrar. Student may withdraw online via the DUCK or in person in the Registrar's Office in Edgewater Hall.

A withdrawal is not official and will not appear on the transcript unless the official form is properly submitted. Although it is good practice to discuss withdrawal intentions with instructors and other University Officials, the student must be aware that such discussion (whether oral or written) does not constitute official withdrawal. If a student attends class and then quits coming but does not submit an official withdrawal form, the student will be assigned a grade of *F*.

Withdrawal before Midterm

A student who completes the official withdrawal process prior to the published midterm date for the term of enrollment will be assigned a grade of *W* (withdrew) regardless of the reason for withdrawal or how the student is performing in the class. A grade of *W* is not included in the calculation of the Grade Point Average (GPA), but it may have implications for continued financial aid eligibility. (Consult the Financial Aid Office.)

Withdrawal after Midterm

As noted above, prior to midterm a student may withdraw for any reason whatsoever and receive a grade of *W*. However, withdrawal after midterm is subject to academic penalty (accountability) as follows:

A student who completes the withdrawal process after the published midterm date for the term of enrollment will be automatically assigned a grade of *WF* (withdrew failing) unless a hardship exception is granted. A *WF* counts in GPA just like a grade of *F*.

Hardship Withdrawal Policies

A student desiring to be considered for a hardship withdrawal must complete the official withdrawal process and submit a Hardship Withdrawal Request Form to the dean of the school of the student's major. The Hardship Request form may be obtained from the Registrar online or in person (Edgewater Hall-239). Call (678) 466-4169 to obtain a form if in person or online is not feasible.

To be eligible for a hardship withdrawal, a student must meet **ALL** of the following criteria.

- Experienced an emergency or other unanticipated hardship that makes continuation in the course or courses ill-advised.
- Passing the course at the time the emergency or hardship arose.
- Acted responsibly by notifying his or her instructors or other University official about the hardship situation as soon as possible after it arose.
- Filed the hardship request with the appropriate dean as soon as it is feasible to do so. Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate.
- Withdraw from all classes.
- Hardship withdrawals will only be considered prior to the last day of class. You may not file a hardship withdrawal once final exams have begun.
- Submitted the hardship request form prior to the end of classes for which the hardship withdrawal is being requested. Requests for a hardship withdrawal will not be considered once final exams have started for the semester.
- Hardship withdrawals will only be considered for the current semester. You may not retroactively request a hardship withdrawal for a previous semester.

Hardship withdrawal does not involve special consideration for refunds. Any refund due will be granted in accordance with the refund regulations and schedule printed in the semester Schedule of Classes booklet.

For purposes of this policy, "passing" is defined to include not only recorded grades but also satisfactory progress toward course assignments (papers, reports, projects, etc.) that have not yet actually been graded at the time the hardship arises. The dean's office will contact the appropriate faculty member(s) to determine the student's status.

"Hardship" refers to an unexpected event or circumstance beyond the student's control that directly interferes with the student's ability to continue to make satisfactory progress in class(es). This generally includes, but is not necessarily limited to, serious illness or accident of the student or a close relative that requires the student's extended attention, unavoidable and unexpected job change or change of job assignment that conflicts with class, or significant disruption of family life that prevents regular class progress. The following sorts of cases do not constitute "hardship": getting behind in class due to taking on more than one can handle; doing poorly in class due to inadequate background, difficult material, or poor time management; taking extensive time away from class for a personal situation that could have

been expeditiously handled with a minimum of class interference. The dean may request documentation of the hardship.

Returning University-Owned Equipment

A student who withdraws from all classes for a term is no longer considered an enrolled student. The individual must immediately return any University-owned equipment that may have been issued to the student. The withdrawal process is not complete until all equipment has been properly returned.

Immunizations

All applicants must submit a certificate of immunization form. Failure to submit your immunization form will prevent you from registering for classes. All new students attending regularly scheduled classes on our campus or receiving resident credit will be required to submit a certificate of immunization prior to registering for and attending such classes.

For all new students attending Clayton State University for the first time in Spring Semester 2005, the immunizations required by the Board of Regents, effective January 1, 2005, include MMR, Tetanus/Diphtheria, Varicella and Hepatitis B (in addition to the Meningitis Law affecting students who reside in university housing). Every student attending classes on our campus must complete the Immunization Requirement of the Board of Regents.

The Requirement varies according to the age of the student as follows:

- Students 18 years or younger at the beginning of the term must show proof of immunity to Hepatitis B, MMR, Tetanus/diphtheria, and Varicella (chickenpox).

- Students 19 years and older at the beginning of the term are strongly recommended to be immunized for Hepatitis B but they are not required to show proof of immunity to Hepatitis B. They are required to show proof of immunity to MMR, Tetanus/diphtheria and Varicella.

- Students born on or before 12/31/1956 must show proof of immunity to Tetanus/Diphtheria and Varicella only.

The University Health Services must receive these records before the last day of late registration. Immunization holds will be placed on student accounts to prevent registration, drop/add until the requirement is satisfied. Students seeking exemption for religious reasons must submit a notarized letter to the University Health Services office. Students with medical reason exemptions must submit a physician's letter indicating if this is a permanent or temporary exemption, and if temporary the date of expiration. When the temporary exemption expires, the student must complete all Immunization Requirements.

In the event of an epidemic or a threatened epidemic of any disease preventable by immunization and when an emergency has been declared by appropriate health authorities, additional steps will be undertaken to protect the health of the university community. In the event of a declared public health emergency, persons who do not have proof of immunization on file will not be allowed to participate in classes or other activities on campus. Additional information and copies of the immunization

certification form may be obtained by contacting University Health Services (http://www.clayton.edu/uhs).

Meningitis: A new law (Official Code of Georgia Annotated § 31-12-3.2) became effective January 1, 2004 and applies to all postsecondary educational institutions in Georgia. Students residing in campus housing must be provided information on meningococcal disease and vaccination. After reviewing information about the risks for the disease and the benefits of prevention by the Meningitis vaccine, students 18 years and older will be required to sign a form kept on file in the Housing Office.

Students less than 18 years of age will have to show their parent or guardian's signature on the form. This "Meningococcal Disease Notification" form documents that the information was reviewed and the option of the vaccine was provided, and/or date of the vaccination was elicited. Compliance with the state law is a requirement for residing in campus housing and is part of the housing contract.

Credit Hours

Credit for study at Clayton State University and at all institutions in the University System of Georgia is measured quantitatively in semester hours. One semester credit hour presumes one hour (actually 50 minutes) in class per week plus about two hours (100 minutes) outside of class in study, review, project preparation, and related activities. Most courses are three credit hours, meaning that the class will normally meet 150 minutes per week and that the student should normally plan to spend an additional 300 minutes studying, reviewing, and preparing. A laboratory or activity period of two or three clock hours is normally considered the equivalent of one class hour, since less extensive out-of-class preparation is required.

This rule of thumb for time management will, of course, vary from student to student and course to course depending on student background and course content. Although many studies have shown that the amount of time that a student spends on task is a critical factor in determining the likelihood of success, students should remember that success in a course is ultimately measured by the degree of mastery of educational objectives, not just by the time invested.

Online courses and web courses are also measured by semester hours. Although the delivery method is non-traditional, the general calculation of spending about 150 minutes per week on task per semester credit hour is still a useful rule of thumb. There are also additional circumstances in which the "standard" number of instructional minutes per week is not consistent with the out of class minutes per week due to the nature of the course and material.

Transient Credit for Clayton State Students

Currently enrolled Clayton State University students in good standing who wish to attend another institution on a temporary basis to take courses that will count toward their degree at Clayton State may request to do so as transient students with the advance approval of Clayton State and the other institution. Students wishing to take courses on a transient basis must apply to and be accepted by the other institution as a transient student. Prior to enrolling at the other institution, the Clayton State student must complete a Transient Request Form (available from the School of Graduate Studies) and obtain approval.   The transient request must be approved by the dean of the school offering the

major and by the School of Graduate Studies. Approval or disapproval is based on the administrator's judgment of the appropriateness to the student's academic program. Ordinarily, transient status is granted for only one semester although exceptions may be approved in special circumstances. Normally, transient status is not granted for *one* part of a science or foreign language course sequence.

Grading System

Every course listed on a student's official semester schedule as of the end of the schedule change period will be listed on the student's permanent record with some grade designation or symbol*,* even though the student may not complete the semester's work.

The following grades are assigned and are calculated into grade point average (GPA):

Grade Symbol	Equivalent	Numerical
A	excellent	4.00
B	good	3.00
C	unsatisfactory	2.00
D	unsatisfactory	1.00
F	unsatisfactory	0.00
U	unsatisfactory	0.00
WF	withdrew, failing	0.00

The following grade symbols show on the transcript but are not included in the GPA:

S —   **Satisfactory**. Indicates satisfactory completion of a course graded on a "satisfactory/unsatisfactory" basis. Use of *S/U* grading is limited to certain laboratory, clinical, activity, and field-based courses. Hours earned with a grade of *S* may count toward graduation, but they do not affect grade point average.

I —   **Incomplete Grade:** The grade of "I" denotes an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond the student's control, is unable to meet the full requirements of the course. The grade of "I" must be removed by the end of the next semester or term of attendance. The grade of "I" will not be included in the calculation of the student's scholastic average at the end of the semester in which the grade of "I" is received. Upon completion of the outstanding requirements within the specified time limit, a final grade of A, B, C, D or F will be assigned in the course on the basis of the student's total performance, and the grade will then be included in the calculation of the student's cumulative grade point average. If the outstanding work is not completed by the end of the following semester or term, then the "I" will be changed to an "F" and calculated into the student's cumulative grade point average. An "I" cannot be removed by reenrolling in the course.

W —   **Withdrew**. Indicates that a student withdrew before midterm or withdrew after midterm but with hardship approval. (See the heading above for details on withdrawal policy.)

V —   **Audit**. Indicates that a student audited a course. Students may not change from audit to credit status or vice versa.

K —   **Credit by Examination/Experience**. Indicates that the student was given credit for the course via a credit by examination or experience program (CLEP, AP, or other proficiency exam).

NR—   **Not Reported**. This symbol indicates a grade was not reported to the Office of the Registrar. It is a temporary grade and will be changed by the Registrar upon certification of actual grade by the appropriate dean or associate dean.

Grade Point Average (GPA)

The scholastic standing of a student is expressed in terms of GPA, which is calculated by dividing the total number of quality points earned by the total number of semester credit hours attempted in courses numbered 1000 or higher at Clayton State University. Following is an example:

Course	Credit Hours	Semester Grade	numerical equivalent	Quality Points
ENGL 5000	3	B	(3)	09
HIST 5050	3	B	(3)	09
MUSC 5000	3	A	(4)	12
	9			30

30 ÷ 9 = Grade Point Average of 3.33

Clayton State University normally calculates two types of overall grade point average: Regents' and Institutional Standing.

1. **Regents' Grade Point Average**
    The Regents' Grade Point Average (sometimes called cumulative GPA) is the average of the grades in all courses (numbered 1000 or higher which have numerical equivalents) attempted at Clayton State University.

2. **Institutional Grade Point Average**
    The Institutional Grade Point Average is the average of the grades in the *most recent attempts* of all courses (numbered 1000 or higher which have numerical equivalents) attempted at Clayton State University. Institutional GPA is used to determine the following:
    a. academic standing (good standing, probation, suspension, and dismissal); and
    b. eligibility for graduation.

Course Repeat Policy

A student who has earned a less than satisfactory grade (C, D, F, WF, or U) may be dismissed from his/her graduate degree program. Courses in which a grade that is less than "C" is earned will not count toward the fulfillment of the respective degree requirements, but will count for GPA calculation purposes. Those courses in which grades of "D", "F", "WF" and "U" are earned must be repeated. At

the graduate level, when a graduate course is repeated the original grade is not replaced by the repeated grades. Both grades will be calculated in the grade point average (GPA). No more than two (2) grades with "C" are allowed in a graduate program. Students earning more than 2 course grades of "C" or lower will be dismissed from the graduate school.

Grade and Academic Appeals

Students wishing to file an appeal of a grade or other academic action must:

- First attempt to work out the matter informally with the appropriate instructor (if applicable).
- If that is not satisfactory or if the instructor cannot be contacted, the appealing student must contact the relevant department head or associate dean. The appeal must be initiated as soon as possible. The student must put his or her case in writing and supply documentation unless the matter is resolved informally before an official appeal is filed. Written appeals should be directed to the relevant department head or associate dean with a copy to the dean. The department head/associate dean in consultation with the dean will provide the appellant with a written answer.
- Students may appeal the school/department-level response by submitting a written statement to the Office of the Provost.

Appeals initiated more than one semester following the time that the dispute arose will not be considered. Other details about the appeal process are contained in the *Student Handbook,* which can be obtained from the Office of the Vice President for Campus Life or via the University homepage.

Graduate Student Appeal Process

As learners within a university community, students, faculty and staff are encouraged to model appropriate, effective, and respectful interpersonal communication. If issues arise, the parties involved should make a genuine effort to resolve them. When efforts to reach a mutually satisfactory resolution are unsuccessful, students are advised to proceed as quickly as possible to initiate an appeal. Staff, faculty, and administrators are advised to acknowledge receipt of a complaint promptly and to respond in an expeditious manner. Generally, receipt of an appeal should be acknowledged within five (5) business days.

The following section outlines the types appeals that are reviewed by the Graduate Appeals Committee and the procedures to be followed in the event of an appeal. Any appeal category not listed below should follow the General Student Complaint procedures outlined at http://www.clayton.edu/student-affairs/complaints.

Graduate Appeals Categories

There are certain categories of appeals in which the School of Graduate Studies should be part of the decision making process. These include:

- Admission/Reinstatement/Readmission Appeals
- Transfer of Graduate Credit Appeals
- Academic Dismissal Appeals

- Hardship Withdrawal Appeals

Appeal Processes

Admission/Reinstatement/Readmission Appeals

Students who elect to appeal an admission/reinstatement/readmission decision should submit a completed application for graduate re-entry to the Dean of the School of Graduate Studies. If the student left Clayton State as a result of unsatisfactory academic progress they should also attach a signed, dated, and typed letter explaining the reasons for their previous academic difficulties, indicated why those problems are unlikely to reoccur, and a detailed plan for academic success in the future. In addition, the student may also supply letters of recommendation regarding academic ability from faculty members as well as employers. The Graduate Appeals Committee will review the appeal and render a decision to the Dean of the School of Graduate Studies.

Transfer of Graduate Credit Appeals

If transfer of credit is not approved upon admission, a student can submit a written appeal request no later than the end of the first semester of residence at Clayton State University. The Graduate Appeals will review the appeal and render a decision to the Dean of the School of Graduate Studies.

Academic Dismissal Appeals

A student who is dismissed from the School of Graduate Studies for academic reasons can appeal their dismissal by submitting a request letter and remediation plan for future academic success to the School of Graduate Studies four weeks prior to the start of the semester in which they wish to resume coursework. The Graduate Appeals Committee will review the student's appeal taking into account whether the student's remediation plan will allow them to achieve good academic standing in a timely manner. The Committee will render a decision to the Dean of the School of Graduate Studies. For those readmitted, the Dean may impose restrictions as outlined in the Graduate Handbook.

Hardship Withdrawal Appeals

A graduate student who has been denied a hardship withdrawal request following the procedures outline in the Graduate Handbook can appeal the decision by submitting a request letter explaining the hardship, the original hardship withdrawal form, and any documentation pertinent to the hardship to the School of Graduate Studies. The Graduate Dean will convene the Graduate Appeals Committee to review the appeal and render a decision to the Dean.

Further Appeals

If a student does not agree with the decision of the Graduate Appeals Committee or the Graduate Dean in any of the categories listed above, the student can appeal to the Provost (or designee). Unless otherwise specified, the Provost (or designee) will constitute the final decision-making authority for the

University. Students have the right to appeal decisions to the President of the University within 10 business days of the Provost's (or designee) decision. The results of complaints appealed at this level are final and may not be appealed further. *All formal written appeals will be recorded in the student complaint log.*

Policy on Transfer Credit at the Master's Level

Transfer of credit may be approved under the following conditions:

- The course, if completed at an institution in the United States, must have been completed at an institution recognized by a regional accrediting body as degree granting for higher education at the time the course was taken.

- The course must have been restricted to graduate students only.

- A grade of B or higher must have been received in the course.

- The content of the course must correspond to that of a Clayton State University course required or permitted in the student's program.

- Degree credit completed before enrollment in the current Clayton State program will be considered if it will not be more than six years old at the time the student graduates from Clayton State in the respective graduate program.

- Credit completed elsewhere after enrollment in the current Clayton State program may be considered for transfer credit if it is within the time limit allowed for completion of the current program.
- Transfer credit will be limited to a maximum of six (6) semester hours in most degree programs. Programs requiring more than 39 hours of course work may allow up to 9 credits to transfer.

A written request for consideration of transfer credit must be completed no later than the end of the first semester of residence at Clayton State University. The request must indicate the specific course(s) for which transfer credit is sought. A copy of the other institution's catalog must be submitted to verify that the course was limited to graduate students only. If the course(s) was taken after application materials were filed, an official transcript of the coursework must be sent directly from the other institution to the School of Graduate Studies. Requests for transfer of graduate credit cannot be processed until all necessary information has been received.

Academic Standing

Good Standing

A minimum Institutional graduate GPA of 3.0 is necessary to be in good academic standing at Clayton State University.

Academic Warning

Students who earn a grade of "C" or below in a graduate course are issued a letter of "academic warning" (copied to Graduate Director) even if the cumulative and/or term GPA remains at or above 3.0. This letter serves to remind students that no more than 2 grades of "C" or lower are allowed for continued graduate study.

Academic Probation

Students whose cumulative GPA falls below the minimum acceptable GPA of 3.0 are placed on Academic Probation. Students on Probation must contact their Graduate Program Director to receive information and assistance on their continuation in graduate study. Students on Academic Probation are restricted to taking six (6) credit hours or less until the GPA is raised to above a 3.0. In addition, students on Probation, especially those on Probation for the first time, may be required to develop a remediation plan for continuing in graduate school.

Academic Suspension and Dismissal

Students may be dismissed from graduate study when their cumulative GPA remains below 3.0 for two consecutive terms or if they earn more than two grades of "C" or below. Students are placed on Academic Suspension when, while on Probation, they earn a term GPA that is less than 3.0. Academic Suspension bars students from enrolling for one semester. Students who are suspended should develop a concrete plan for academic success in consultation with their Graduate Program Director. Reinstatement is not automatic. To be reinstated a student must submit a request letter and remediation plan for future academic success to the School of Graduate Studies four weeks before the start of the semester in which he/she wishes to resume coursework. For those readmitted, the Graduate Dean may impose restrictions: students may be required to enroll in specific courses, limit the number of hours that they take and/or participate in structured academic support programs. Students who are reinstated will be on Academic Probation and must continue to maintain a minimum term GPA of 3.0 until they achieve good academic standing.

Total Hours Requirement

The student must have earned the total number of semester credit hours specified for his or her degree program. The minimum is 30 hours; however, some programs may require more hours.

Grade Point Average

The student must achieve an institutional GPA of at least 3.00 in all graduate courses taken. A student must be in good academic standing at the time of graduation. Some graduate degree programs may require a higher GPA.

Residency Requirement

Residency refers to courses (including online courses) offered by Clayton State University. Transfer courses (including correspondence courses, on-line courses, transient courses, or cross-registration courses) are not considered to be in residence. (In this context, "residence" has nothing to do with a student's residence for fee payment purposes.) A minimum of twenty-four (24) semester credit hours in residence at Clayton State University is required for graduation.

Reentry Applications

A graduate reentry applicant is a student who previously enrolled at Clayton State University and who wishes to reenroll at Clayton State in one of the following ways:

1. Previously enrolled as a graduate student wishing to return in the same graduate program after an absence of three or more semesters.

2. Previously enrolled as a graduate transient student wishing to return as a graduate transient student in the same college for any term. To continue attending, transient students must be in good academic standing at Clayton State. Transient students who wish to change their enrollment status should contact the School of Graduate Studies for admission requirements.

Students who have only attended Clayton State University at the graduate level cannot apply for reentry to enroll at the undergraduate level. Graduate students wishing to enroll at the undergraduate level should complete a new application for undergraduate admission, should submit the appropriate application fee and all transcripts to the Office of Recruitment and Admissions. Students should refer to the undergraduate catalogue for requirements and other policies related to transfer, transient and post-baccalaureate admission. Undergraduate students can not complete the reentry application in order to be considered for admission to the School of Graduate Studies. They must complete the admission process as outlined in the "Application Information" section of this catalog.

All students, including reentry students, must notify the School of Graduate Studies prior to registering if any of the following conditions apply.

1. The student has attended another school since last attending Clayton State University. The student must have an official transcript of credits sent from the school he or she attended. The student must be eligible to reenroll at the last school attended before he or she returns to Clayton State. Failure to submit this transcript by the midpoint of the first term after returning to Clayton State could result in the placing of a registration hold on the student's record.

2. The student has disciplinary actions pending at the last institution attended since matriculation at Clayton State.

3. The student has been convicted of a crime other than a minor traffic violation since last attending Clayton State. Failure to notify the University of any of the above conditions could result in university sanctions, including expulsion.

Applications for reentry admission and the nonrefundable reentry application fee must be submitted by the established deadlines. Complete credentials must be received by the School of Graduate Studies before a decision can be made. Reentry applications are processed in the order that they are complete and ready for a decision.

Graduation Requirements

General requirements for graduation are included in this section of the catalog. The curriculum and specific requirements for each program are listed in the subsequent sections for the colleges of the University: Arts and Sciences, Business, Health, and Information and Mathematical Studies. Each student is responsible for both the general requirements in this section and the specific requirements for his or her chosen program of study.

Each graduate degree program must include a research component that indicates knowledge of the literature of the discipline. This requirement is not subject to change or revision. A candidate for graduation is subject to the catalog requirements that are in effect at the time the student entered his/her graduate degree program and the degree plan of study developed by the end of the first semester of study. Changes in the graduate degree plan of study must be approved by the Dean of the School of Graduate Studies and the student's program committee.

Students must register for an appropriate number of thesis hours (minimum of one hour if last semester, one time only) or submit a waiver of enrollment with completed thesis by the end of the late registration period, if applicable.

Note: CSU policy stipulates that students must be enrolled in the term in which they graduate, typically the semester the thesis is defended.

Rules for Enrollment during Last Semester

Clayton State University policy requires that graduate students must be enrolled during the semester they graduate. The minimum credit hour load for graduate students is three credit hours, except as described below.

Waiver of Enrollment

Graduate students are required to be enrolled during the semester of graduation. However, this requirement may be waived if all of the following conditions are met: (a) the student is no longer using institutional resources or faculty time during the semester of graduation ; (b) the student was duly registered the previous term (usually the term in which the successful final defense took place) ; (c) the final thesis is submitted as well as all other thesis-related forms to the School of Graduate Studies before the end of the registration period of the semester of graduation; and (d) all other graduation-related requirements are satisfied before the end of the registration period of the semester of graduation.

The Waiver of Enrollment policy is intended for students who have been properly registered during the period of thesis completion and have completed all work at CSU. These students, therefore, are not required to enroll another term just to graduate. The Waiver of Enrollment ("Enrollment Waiver") form must be signed by the student, the student's graduate program director and the dean of the school/college where the student's program is housed. The signed form must be submitted to the

School of Graduate Studies before the first day of classes of the semester in which the student intends to graduate. The Waiver of Enrollment does not waive the requirement that the student file or reactivate a graduate graduation application form by the deadline for the term in which the degree is to be awarded. There are no exceptions to the enrollment waiver deadline for thesis students. Students must meet the deadline or register as required.

One Hour Rule: A student who does not meet the enrollment waiver requirements may enroll for just one hour in the term of graduation. This exception to the normal minimum of three hours for graduate students may be used only once per degree. No special form or permission is needed, provided that the student is a degree candidate. Students who have enrolled for one hour only more than one time per degree are not eligible to take advantage of the waiver of enrollment. They must enroll for the normal minimum of three hours in the semester of graduation. Students should address any questions or concerns regarding enrollment during the last semester to his or her Graduate Program Director before the end of registration; no additions or changes in registration are allowed after the close of registration.

NOTE: These exceptions do not alter the credit hour load a student must take in order to meet financial aid or fellowship or assistantship eligibility, etc. Students on F-1 visas should speak with the International Student Services Office before carrying a reduced course load or not enrolling.

Application for Graduation

All students pursuing a degree from Clayton State University must submit an Application for Graduation to the School of Graduate Studies two semesters in advance of the intended graduation. All students pursuing a certificate or degree from Clayton State University must submit an Application for Graduation two semesters in advance of the intended graduation. The deadlines for submitting an application are:

June 1, for Fall
September 15, for Spring
January 30, for Summer

Students may be graduated at the end of any semester in which they fulfill the degree requirements of the University. Currently, formal commencement ceremonies are held in May and December each year. Diplomas are available for pick up in the Registrar's Office eight weeks after the end of the semester. Diplomas not picked up will be mailed to the current address on file. The School of Graduate Studies is not responsible for mailing problems, which include but are not limited to delays or losses.

Students must normally satisfy the curricular degree requirements of the catalog in effect at the time they enter Clayton State University and the degree plan of study approved by the Graduate School. In some circumstances, revisions may be required to provide more effective programs. The term "curricular degree requirements" refers to the courses and grades required to earn the degree. Changes in academic regulations affect all students, regardless of the catalog edition; examples include the scholastic discipline policy, procedures for removing incomplete grades, and appeals procedures. Graduate students should consult their degree program's section of this catalog for information on the instances when a student will be required to change catalog editions.

Students who choose to satisfy requirements of a later catalog must notify the School of Graduate Studies. Degrees will be awarded only to students who have satisfied all of the academic and administrative requirements of the approved graduate plan of study, the university and the college awarding the degree.

Transcript Request

A student who has discharged all obligations to Clayton State University is entitled to receive upon request a copy of his or her transcript. Picture identification is required to pick up transcripts. Transcript requests will not be processed until complete payment is received. Credit card payment is required for web requests. Copies of official transcripts received from other institutions will not be made. Such requests must be directed to the institution holding the student's original records.

Enrollment Verification

Enrollment verification is obtained via the web at no cost to students.

Degree Verification

To obtain proof that a degree has been awarded, students should go to http://www.degreeverify.com . At this site, students can provide proof of degree to such agencies as third-party verifiers, credit card companies and credit approval agencies. This is a website of the National Student Clearinghouse. The Clearinghouse is providing degree verification services to Clayton State University students.

Directory Information

An enrolled student may request that directory information (name, address, etc.) not be public. To make this request, a student should fill out a Suppress Information Form, and turn it in to the Office of the Registrar.

Class Attendance

The resources of the university are provided for the intellectual growth and development of its students. It is expected that students attend class regularly. The formal institutional regulation regarding class attendance that affects graduate students is the veterans' attendance policy.

The Department of Veterans Affairs requires that institutions of higher learning immediately report to them when a student discontinues attendance. Clayton State University institutional policy requires that professors report the absence of a veteran student as soon as it is known that the student will not be returning to class. Generally, this should be reported after one week of absences and no later than two weeks of nonattendance by a student. All matters related to student absences, including the making up 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 in the course syllabus to each of their classes, describing their policies for handling absences. Professors will also be responsible for counseling 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 professor.

Students must be present for announced quizzes, laboratory periods, class projects, or final examinations unless the reasons for the absence are acceptable to the professors concerned, with the

exception of university approved activities. A student who is absent because of participation in activities approved by the Provost's Office will be permitted to make up work missed during his or her absence, provided, that the student misses no more than 15 percent of class hours per course per semester. If requested, the appropriate university official will provide a memo stating the official nature of the university business in advance of the activity. Faculty are strongly encouraged to take into consideration religious holidays of the student's faith, summons, jury duty, or similar compelling reasons for absence.

Final Examinations

A student shall not be required to take more than two examinations within one 24-hour period during the published final examination period. More than two examinations within 24 hours are referred to as clustered examinations. A student is considered to have an inappropriate clustering of final examinations when more than two examinations fall within 24 hours (for example, examinations at 8:30 a.m., 11:30 a.m., and 6 p.m. on the same day, or examinations at 6 p.m. on one day, and at 8:30 a.m. and 2:30 p.m. on the following day); the student is not considered to have an inappropriate clustering of examinations if the third examination in sequence begins at the same time on the subsequent day as the first examination (for example, 6 p.m. on one day, and 2:30 p.m. and 6 p.m. on the following day). Students who have three or more clustered examinations may request of one professor that the examination be rescheduled according to the following procedure:

- If a final examination was rescheduled and thereby created a "cluster," the instructor of the rescheduled examination will provide a special administration for the adversely affected student.

- If one or more of the clustered examinations is a "common examination" with an established conflict resolution time, the student will request to resolve the conflict by taking one of the common examinations in the conflict resolution time. If two or three of the examinations are "common examinations" the student may request which "common examination" is to be rescheduled.

- If one of the clustered examinations is not a common examination or the result of rescheduling, the student will request to reschedule the examination(s) scheduled as the middle examination(s). Except in extraordinary circumstances, the instructor is expected to cooperate. If the student is unable to arrange for one of the examinations to be rescheduled, the student is to request assistance from the Graduate Program Director. The student's dean (or designee) in consultation with the dean(s) (or designee(s)) of the courses involved will designate the examination to be rescheduled. Once a student has taken an examination, he or she cannot request a re-examination on the basis of this policy.

Academic Honesty

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. The policy

represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community — students, faculty, and staff — are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the Dean of students, and the Office of the Provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisers, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member).

Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration

Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, the standard that should be used is that guilt must be proven by a preponderance of the evidence. This means that if the evidence indicating that academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing evidence, then academic dishonesty has been proved. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred.

Procedures for Resolving Matters of Academic Dishonesty

The following procedure is the only approved means for resolving matters of academic dishonesty. It is available to all members of the academic community who wish to pursue an action against a student for academic dishonesty.

1.   **Initiation:** If a member of the academic community believes that a student has engaged in academic dishonesty in a course, on a test, or as a part of an academic program, that individual is responsible for initiating action against the student or bringing the matter to the attention of an individual who may initiate action against the student. In allegations of academic dishonesty involving course requirements, the course faculty member is generally responsible for initiating the action. If the

alleged violation involves a departmental program requirement (e.g., comprehensive examination or language competency examination) or an institutionally-required test (e.g., test of Georgia/United States history or Georgia/United States constitutions), or if the individual who discovers the incident is not a faculty member, the individual should bring the matter to the attention of the faculty member and administrator who has responsibility of overseeing the activity (e.g., departmental chair, director of the Testing Center). If that administrator decides to bring charges of academic dishonesty against the student, then that administrator becomes the initiator. (Test proctors, laboratory assistants, and other individuals who are not course faculty members should bring any instances of alleged academic dishonesty to the attention of the course faculty member or their administrative superior. That individual, after weighing the evidence, may become the initiator by formally charging the student with academic dishonesty.) The channel of review, recommendation, and decision-making follows the administrative lines associated with the course or program requirement involved. In any instance, however, when the alleged incident does not occur within the context of a course and when it is unclear which college or more than one college involved should have jurisdiction in review and decision-making, either unit may initiate the case. For the sake of brevity the following processing procedures are written from an "academic unit/college" perspective. Nonacademic units (i.e., Testing Center) would substitute appropriate supervisory personnel at the respective levels. Herein the "initiator" will be referred to as "faculty member" and the "administrative unit head" will be referred to as "chair," designating the departmental chair. "Dean" will refer to appropriate administrative supervisory personnel at the overall college or division level. While the matter of academic dishonesty is pending, the student will be allowed to continue in the course and register for upcoming semesters. Should a grade be due to the Registrar before the matter is resolved, a grade of GP (grade pending) will be reported for the student in the course involved. Withdrawal from a course does not preclude the imposition of penalties for academic dishonesty.

2.   **Penalties to be imposed:** Penalties to be imposed in incidents of academic dishonesty are classified as "academic" or "disciplinary." Academic penalties include such sanctions as assignment of a failing grade for a particular course requirement, or for the course itself, or for other tests or program assignments. Academic penalties are set by the faculty member. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Disciplinary penalties can be requested by the faculty member in consultation with the department chair or director, must be reviewed by the University Senate Committee on Student Discipline, and are set by the Provost.

3.   **Action at Administrative Unit (Department Level):** As soon as possible after the alleged incident, the faculty member should discuss the matter with the student. This discussion should be conducted in a manner that protects the rights and confidentiality of students. If the faculty member believes that academic dishonesty has occurred, the faculty member (with the advice of the chair if necessary) will determine the appropriate academic penalty. The faculty member will complete a "notice of academic dishonesty" form describing the incident and indicating the academic penalty imposed. Any recommendation for a disciplinary penalty must be reviewed in consultation with the chair. The faculty member will deliver to the student the notice of academic dishonesty that includes a statement of appeal rights. If there is difficulty in delivering the notice to the student, the faculty member/chair should request assistance from the college dean in determining the most expeditious way to inform the student that a notice of academic dishonesty has been filed. Once the student has been informed, the

chair forwards the documentation, including the notice of academic dishonesty and an indication of when the student was informed, to the dean to be held pending possible appeal. Until the student has been given the opportunity to appeal, a grade of GP (grade pending) should be submitted for the student for the course involved.

4. Student Action: The student will have 20 business days after receipt of the notice of charges of academic dishonesty to submit a written appeal denying the charges and providing any rationale for the appeal. The appeal should be addressed to the college dean of the initiator. In the event the student is found guilty of academic dishonesty, the student does not have the right to appeal the academic penalty assessed by the faculty member, unless the student can prove that such penalty was arbitrarily imposed or discriminatorily applied. If the student wishes to challenge a disciplinary penalty, the student must submit a written rationale for challenging the disciplinary penalty within twenty (20) business days of receipt of the notice of charges of academic dishonesty. The statement of challenge should be addressed to the college dean.

The college dean will forward the challenge to the dean of students for inclusion in the review of the disciplinary penalty by the University Senate Committee on Student Discipline. The University Senate Committee on Student Discipline automatically reviews all disciplinary penalties regardless of student appeal. If the student has also filed an appeal denying the charges of academic dishonesty, any review of disciplinary penalty recommended will be delayed pending review of the charges of academic dishonesty by the college hearing committee.

5. College Action:
5.1. No Appeal by the Student: If the student does not submit a written appeal to the college dean within twenty (20) business days, the dean will notify the chair/faculty member to post any pending grade(s) immediately. The dean will then forward the notice of academic dishonesty to the dean of students for inclusion in the student's disciplinary file. The Senate Committee on Student Discipline also will forward any recommendation of a disciplinary penalty to the dean of students for appropriate review.

5.2. Appeal by the Student: If the student submits a written appeal within 20 business days, the dean will notify the registrar to issue a grade of GP (grade pending) for the course(s) in question on all transcript requests for the student pending outcome of the appeal. The dean will forward the charges of academic dishonesty to the chair of a college hearing committee and will notify the faculty member to set forth in writing a comprehensive statement describing the incident of academic dishonesty. This statement will be presented to the committee and to the student at least five business days prior to the hearing.

5.3. Student Hearing Committee Process: The college student hearing committee will use the following guidelines to govern the hearing of the appeal:
a. Within ten (10) business days after the committee receives the charges of academic dishonesty, a hearing date will be determined. The committee will notify the faculty member and the student of the time, date, and the place of the hearing. Copies of all charges of academic dishonesty and related materials for the hearing will be provided to the student at least five business days in advance of the hearing.

b. The faculty member and the student will be allowed to make oral presentations, call witnesses, and present any documentary evidence regarding the incident in question. The hearing will be recorded on an audiotape. The hearing will not be open to observers.

c. At the conclusion of the hearing, the committee will meet in closed session and will make its recommendation as to the guilt or innocence of the student based on a preponderance of evidence with respect to the charge of academic dishonesty. The committee chair will forward to the college dean its findings and recommendations in a written report within five business days of the hearing.

5.4.   College Decision on Appeals: Within five business days of receiving the committee's written report, the college dean will make the final decision regarding guilt or innocence. The dean will notify all appropriate parties of the decision. If the dean finds the student "not guilty," the matter will be terminated, and no notice of charges will be filed with the dean of students. The dean will notify the chair to post the pending course grade promptly and will notify the registrar to remove the GP (grade pending) on the student's transcript. If the dean finds the student "guilty," the notice of charges of academic dishonesty will be forwarded to the Graduate Dean for inclusion in the student's disciplinary file. The academic penalty stipulated by the faculty member will be imposed. The dean will notify the chair to insure that any pending grade is posted promptly. The dean will notify the registrar to remove the GP (grade pending) on the student's transcript if only an academic penalty was involved. If a disciplinary penalty has been recommended, the dean will notify the registrar to continue the GP (grade pending) annotation until the disciplinary penalty can be reviewed by the Graduate Council Committee on Student Discipline.

5.5.   Appeal of the Decision of the Dean: If the student or initiator wishes to appeal the decision of the college dean regarding guilt or innocence of the charges of academic dishonesty, the student or initiator may appeal to the Provost. The subsequent appeal route would be to the President and then the Board of Regents. The student or initiator must submit a written statement of appeal to the Provost within twenty (20) business days of notification of the dean's decision. The basis of the appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

6.   Graduate Council Committee on Student Discipline Action: In cases where a disciplinary penalty has been recommended, the Graduate Council on Student Discipline will conduct a hearing to review the disciplinary penalty. The committee will review the faculty member's notice of academic dishonesty and the student's statement of challenge of the disciplinary penalty, if any. The faculty member and the student will be allowed to appear at the hearing to discuss the imposition of disciplinary penalties. Only the recommendation concerning the disciplinary penalty to be imposed will be considered by this committee. Issues of guilt or innocence are determined at the college level (see above). The Graduate Council committee will conduct the hearing in accordance with its regular hearing procedures. Copies of these procedures may be obtained from the Provost's Office and/or the Dean of Graduate Studies. The Graduate Council Committee on Student Discipline will provide its recommendation within five business days of its hearing to the Provost regarding appropriateness of the disciplinary penalty recommended by the college and/or whether other disciplinary penalties are to be imposed in addition to or in lieu of those already recommended by the college.

7.   Provost Action:

7.1.   Decision of the Provost: The role of the Provost in handling student appeals regarding the charge of academic honesty has been explained (see above). Based on the recommendation, the Provost will render a decision within ten business days of receipt of the recommendation of the Senate Committee. The provost will notify the student, the referring dean, the department chair, and the faculty member of the Graduate Council Committee's recommendations and of the provost's decision. At that time the provost will also notify the registrar to annotate the student's transcript, if necessary.

7.2.   Appeal of the Decision of the Provost: If the student wishes to appeal the decision of the provost regarding the imposition of a disciplinary penalty, the student may appeal to the president and then to the Board of Regents. The student must submit a written statement of appeal to the president within twenty (20) business days of notification of the provost's decision. The basis for such an appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

8.   Students Involved in Two or More Incidents of Academic Dishonesty: A student is subject to disciplinary action in addition to any already undertaken once it is determined that the student has been found guilty in a previous incident of academic dishonesty. In such cases, the dean of students will forward a report to the Graduate Council Committee on Student Discipline. University Academic Regulations regarding the incidents of academic dishonesty that have been reported. The dean of students is responsible for initiating this report within twenty (20) business days of completion of proceeding of any subsequent finding of academic dishonesty. The Graduate Council Committee on Student Discipline will review the report of the dean of students. The student may submit supplemental written documents for the committee's review and may request to appear before the committee in its deliberations. After reviewing the matter, the committee will send a report to the provost with the recommendation for disciplinary penalty to be imposed. The provost will proceed as in IV.7. of this policy. Once the student has been informed, the chair forwards the documentation, including the notice of academic dishonesty and an indication of when the student was informed, to the dean to be held pending possible appeal. Until the student has been given the opportunity to appeal, a grade of GP (grade pending) should be submitted for the student for the course involved.

COLLEGE OF INFORMATION AND MATHEMATICAL SCIENCES

ADMINISTRATIVE OFFICERS
Dr. Lila Roberts, *Dean*

MISSION AND GOALS

In the College of Information and Mathematical Sciences (CIMS), we take seriously our mission "to develop courses and programs in information technology, computing, and mathematical sciences to serve the diversity of students at Clayton State University." We also provide support for evolving disciplines to foster change by "applying technologies inherent to the information and mathematical sciences to both enhance student learning and prepare students to participate fully as citizens of the 21st century."

Our college was established in 1998 and is an academic unit within Clayton State University. It is housed in the James Baker University Center, which contains high-speed internet, model classrooms and a variety of laboratories with cutting-edge technology. We currently employ nearly 30 faculty members who are active researchers.

Master of Archival Studies

Joshua Kitchens, Graduate Program Director

Master of Archival Studies Program
College of Information and Mathematical Sciences
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Graduate Faculty

Dr. Christa Hardy, *Assistant Professor of Archival Studies*
Ms. Cheryl Oestreicher, *Instructor of Archival Studies*
Dr. Junfeng Qu*, Associate Professor of Information Technology*
Mr. Seth Shaw, *Assistant Professor of Archival Studies*

Mission and Goals

Graduates of the Archival Studies Program will be successful digital archivists who are committed to curating comprehensive, trustworthy collections of records that merit long-term preservation. They will be well-grounded in theoretical knowledge and practical skills of archives. They will understand the impact of technology on the profession and will have the knowledge and skills to work with information technologists and to manage digital information. They will know how to work in a rapidly changing environment, finding innovative solutions to the challenges of digital archives.

The Master of Archival Studies Program at Clayton State University provides students with a broad education in archival theory and practice. Graduates will master the core archival functions, of appraisal and description, arrangement and description, reference and access, outreach, preservation, and management of records in all formats, especially digital formats, in accordance with best practices, law, and professional ethics.

The curriculum is founded on the guidelines for archival education published by the Society of American Archivists and the Academy of Certified Archivists. Through courses incorporating archival principle, technology, and practical experience, students will be able to

- Understand the principles of archival science and how archives are distinguished from libraries, museums, and other information professions;

- Understand records and recordkeeping systems and how they are changing in a digital environment;

- Acquire the knowledge and skills basic to all archival functions, including appraisal and selection, arrangement and description, reference and access, preservation and protection, outreach, and management of archival programs;

- Understand the archival profession's legal and ethical obligations; and

- Master the technical skills necessary to work with digital materials.

Application Information

Students may begin the program only in the fall semester. Information about the application and admission process is available in the School of Graduate Studies section of this catalog and on the web at www.clayton.edu/graduate.

Advising

In order to keep students on track for completing the degree, the MAS program director will serve as advisor to all students. The student will be required to meet with his or her advisor before registering for courses each semester.

Academic Policies

Information regarding academic progress, residency requirements, transfer credit, application deferral, acceptance deferral, withdrawal from a course(s), and hardship withdrawal policies is in the School of Graduate Studies section of this catalog and on the web at www.clayton.edu/graduate.

Degree Requirements

Students must complete forty-five (45) semester hours of course work with a minimum grade point average of 3.0. During the course of the graduate program, eighteen (18) semester credit hours should be in areas defined as core archival knowledge that provides the theoretical and practical basis necessary to work as a professional archivist. In addition, nine (9) hours will include research methods and an internship or a thesis. The remaining hours will include interdisciplinary courses, with a concentration on information technology or archives management.

Core Archival Knowledge (required)
ARST 5000 - Principles and Practices in Archives
ARST 5100 - Archives and Technology
ARST 5150 - Preservation of Archival Records
ARST 5200 - Arrangement and Description of Archival Materials
ARST 5300 - Digital Preservation
ARST 5500 - Archival Appraisal and Selection

Archival Administration Concentration (elective)
ARST 5110 - Archives and the Web
ARST 5170 - Reference, Access, and Outreach
ARST 5400 - Records Management
ARST 6610 - Law, Ethics and Archives
ARST 6620 - Managing Archives
ITFN 5000 - Intermediate Database Design for Archives

Research Capstone (required)
ARST 6800 - Research Methods
ARST 6900 - Internship/Directed Research (6 hours)
 OR
ARST 6800 - Research Methods
ARST 6999 - Thesis (6 hours)

COLLEGE OF ARTS AND SCIENCES

ADMINISTRATIVE OFFICERS
Nasser Momayezi, *Dean*
John G. Campbell, *Associate Dean*
R.B. Rosenburg, *Assistant Dean*

MISSION AND GOALS

The College of Arts and Sciences has four primary objectives:

- To offer baccalaureate and masters programs;

- To provide students with the sound background in general education that they will need during their college experience and after graduation;

- To provide course work in support of programs of study offered by other schools of the University;

- To offer programs of study for pre-Professional areas of study for transfer to other universities.

All instruction in the College of Arts and Sciences addresses one or more outcomes and uses a variety of assessments to determine a student's progress in developing the knowledge and abilities necessary to demonstrate that he or she has achieved the outcomes.

Master of Arts in Liberal Studies

Dr. Susan Copeland, Graduate Program Director

Master of Arts in Liberal Studies
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Dr. John Campbell, Professor of Physics & Associate Dean, College of Arts & Sciences
Dr. Barbara Goodman, Professor of English & Chair of English
Dr. E. Joe Johnson, Professor of Languages & Chair of Humanities
Dr. LaJuan Simpson, Associate Professor of English & Chair of Interdisciplinary Studies
Dr. Susan Tusing, Associate Professor of Music & Chair of Visual & Performing Arts
Dr. Augustine Ayuk, Associate Professor of Political Science
Dr. Roger Bates, Professor of Sociology
Dr. Virginia Bonner, Associate Professor of Film & Media Studies
Dr. Benjamin Buckley, Lecturer of Philosophy
Dr. Brigitte Byrd, Associate Professor of English
Dr. Randy Clark, Associate Professor of Journalism
Dr. Susan Copeland, Associate Professor of English
Dr. Joe Corrado, Associate Professor of Political Science
Dr. David Gilbert, Associate Professor of History
Dr. Randall Gooden, Associate Professor of History
Dr. Alexander Hall, Associate Professor of Philosophy
Dr. Gwendolyn Harold, *Professor of English*
Dr. Lisa Holland-Davis, Assistant Professor of Criminal Justice & Sociology
Dr. Ronald L. Jackson, Professor of Philosophy
Dr. Emran Khan, Associate Professor of Criminal Justice
Dr. Mary Lamb, Assistant Professor of English
Dr. Marko Maunula, Associate Professor of History
Dr. Greg McNamara, Professor of English
Dr. Eugene Ngezem, Associate Professor of English
Dr. Kathryn Pratt-Russell, Associate Professor of English
Dr. Steve Spence, Associate Professor of Media Studies
Dr. Adam Tate, Professor of History

Dr. Christopher Ward, Professor of History
Dr. Carol White, Assistant Professor of History

Mission and Goals

      The Master of Arts in Liberal Studies degree (MALS) is an interdisciplinary and flexible program designed for a wide spectrum of individuals: recent college graduates, professionals in the public and private sectors, current and prospective teachers, lawyers, state workers, non-profit arts administrators and private business owners.

    Through a challenging, structured liberal arts curriculum, the MALS degree program offers graduate students various opportunities to:

- grow in their awareness of cultural tendencies

- cultivate their analytical and communication skills to reach their full potential develop and expand a commitment to others

- attain a liberal studies perspective on contemporary problems and opportunities

- broaden their general knowledge and satisfy their intellectual curiosity

- strengthen their capacity to think critically and creatively

- gain insights into the relationships between disciplines, ideas, and historical developments

- to prepare for a range of career options and further study

Association of Graduate Liberal Studies Programs

Application Information

      Students may begin the program any semester. Information about the application and admission process is available in the School of Graduate Studies section of this catalog and on the web: http://www.clayton.edu/graduate/

Advising

      In order to keep students on track for completing the degree, the MALS program director will serve as advisor to all students. The student will be required to meet with his or her advisor before registering for courses each semester.

Academic Policies

Information regarding academic progress, residency requirements, transfer credit, application deferral, acceptance deferral, withdrawal from a course(s), and hardship withdrawal policies is in the School of Graduate Studies section of this catalog and on the web at www.clayton.edu/graduate.

Master of Arts in Liberal Studies Degree Program Requirements

Each student will complete thirty-six (36) semester hours of MALS course work with a minimum grade point average of 3.0. At least twenty-seven (27) of these credits must be taken at Clayton State University. In their first semester, students should take the required Introduction to Graduate Studies course (3 hours). Also, in this and subsequent semesters, additional foundational seminars (9 hours) will provide students with a selected background in Art, Literature, Music, Philosophy, and Political/Historical Thought. Each student will also select an academic area of focus or concentration (18 hours). Students may select from one of five areas in this degree program: Liberal Arts, English, History, Mathematics, Philosophy, or Political Science. Students have two options (6 hours) in completing the program: The Capstone Thesis Option or the Capstone Non-Thesis Option.

Master of Arts in Liberal Studies
>   **Concentration in English**
>   **Concentration in History**
>   **Concentration in Liberal Studies**
>   **Concentration in Mathematics**
>   **Concentration in Philosophy**
>   **Concentration in Political Science**

Summary Degree Requirements:
36 graduate credits, including:
- 3 credits in Introduction to Graduate Studies
- 9 credits in interdisciplinary foundational seminars
- 18 credits in an area of concentration
- 6 credits in final thesis or non-thesis option

The Foundational Seminars (12 hours)

MALS 5000
Introduction to Graduate Studies (3-0-3)

Choose 3 of the following courses*

ART 5000	ENGL 5000	MUSC 5000	PHIL 5000	POLS 5000
Great Works in Art History (3-0-3)	Great Books (3-0-3)	Great Works in Musical History (3-0-3)	Classics of Philosophy (3-0-3)	Great Political Thinkers (3-0-3)

*or suitable course substitutions as approved by the MALS Program Director and Dean of Graduate Studies

Academic Concentrations (18 hours)

English	History	Liberal Arts	Mathematics	Philosophy	Political Science
Choose 6 of any of the ENGL courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.	Choose 6 of any of the HIST courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.	Choose a combination of any 6 courses as listed in this catalog with the following prefixes: ART, CMS, CRJU, ENGL, HIST, IDST, MALS*, PHIL, POLS, SOCI, THEA or others which are offered.	Choose 6 of any of the MATH courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.	Choose 6 of any of the PHIL courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.	Choose 6 of any of the POLS courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.

The Capstone Experience	
Candidates in the MALS program have two options in order to satisfy the final requirement(s) for the degree:	
Non-Thesis (6 hours)	**Thesis (6 hours)**
The Non-Thesis option is available to candidates in all tracks. Candidates who choose this option must take two additional courses from any of the areas of concentration and must also either: a) present a paper at a state, regional, national or international academic conference or b) have an article accepted for publication in a peer-reviewed journal. Students selecting this option must also pass a comprehensive exam of major coursework prepared by a committee comprised of at least three MALS faculty.	Candidates in any one of the areas of concentration may choose to write a thesis.

*Excludes MALS 5000 Introduction to Graduate Studies and Thesis or Non-thesis Capstone and Non-Capstone courses.
Students who choose the **Non-Thesis Option** may elect to take one or both of the following courses:

MALS 6890—Non-Thesis Professional Paper Research & Preparation (Credits arranged)
As part of the Capstone Non-Thesis Option, this course includes the preparation of either a professional conference paper presentation, a scholarly book review, or an extended and enhanced research paper which will be submitted for publication to a refereed journal, rather than a thesis, completed under the

direction of a graduate faculty advisor. Variable credit from 1 to 3 hours, with a maximum of 3 hours that may be applied to the Capstone Non-Thesis Option.

MALS 6899—Non-Thesis Comprehensive Exam Preparation & Completion (Credits arranged)
As part of the Capstone Non-Thesis Option, this is a faculty directed independent study course for students who are preparing for and/or completing their comprehensive examination. Variable credit from 1 to 6 hours.

Master of Education with a major in Teacher Leadership

Dr. Dennis Attick, Graduate Program Director

Master of Education with a major in Teacher Leadership
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Graduate Faculty

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Dr. Charles Elfer, Master of Arts in Teaching History Program Coordinator and Assistant Process of History Education
Dr. Michelle Furlong, Chair, Department of Biology and Professor of Biology
Dr. David Gilbert, Associate Professor of History
Dr. Mary Hollowell, Professor of Education
Dr. Shayla Mitchell, Interim Chair Department of Teacher Educationand Associate Professor of Teacher Education
Dr. Winifred Nweke, Assessment Director and Associate Professor of Teacher Education
Dr. Mari Ann Roberts, Interim Director of the Center for Academic Success, Associate Professor of Education and Graduate Program Director of the Masters of Arts in Teaching Education Program
Dr. Patricia Smith, Graduate Program Coordinator of the Master of Arts in Teaching English Concentration, Associate Professor of English Education, and Coordinator of Secondary English Education, Undergraduate
Dr. Anthony Stinson, Assistant Professor of Mathematics

Mission and Goals

This program is designed to create and foster leadership skills for area teachers who wish to become stronger leaders in their own schools, districts, and communities. By the end of the program, candidates will be able to:

- Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

- Work with stakeholders to promote development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.

- Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.

- Model best practices in pedagogy and serve as a mentor and coach for other educators.

- Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.

- Access and conduct research and apply research findings to improve teaching and learning.

- Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Teacher Education Conceptual Framework

The Master of Education with a Major in Teacher Leadership program will embrace the tenets of our conceptual framework. The theme of Clayton State University's Teacher Education Conceptual Framework is to prepare teacher candidates to become "*collaborative, reflective professional educators* who engage in reflective practice and are competent, caring, collaborative, committed, and culturally responsive." In particular, program graduates should be able to:
- diagnose student needs;
- plan for student learning;
- facilitate student learning;
- demonstrate appropriate content knowledge;
- foster student well-being to promote learning; and
- assume the role of professional teacher.

Application Information

Information about the application and admission process is available in the School of Graduate Studies section of this catalog and on the web at www.clayton.edu/graduate.

In addition to the general requirements as outlined in the School of Graduate Studies section of this catalog, applicants:
- Must be a certified teacher currently working in the classroom
- Must have at least three years of teaching experience in the K-12 classroom
- Have a recommended undergraduate 3.0 GPA
- Must submit recommendation letter from an administrator and a peer teacher

Advising

In order to keep students on track for completing the degree, the graduate program director will serve as advisor to all students. The student will be required to meet with his or her advisor before registering for courses each semester.

Academic Policies

Information regarding academic progress, residency requirements, transfer credit, application deferral, acceptance deferral, withdrawal from a course(s), and hardship withdrawal policies is in the School of Graduate Studies section of this catalog and on the web at www.clayton.edu/graduate.

Degree Requirements

The thirty-six (36) hour program will consist of content specific courses and professional studies courses. Content and professional education courses will emphasize use of technology and action research with pupils in diverse school settings. Content specific courses will be taught using classroom and laboratory methods.

The curriculum will be delivered over two (2) years with individual programs of study developed for each participant. The last semesters will consist of completing an action research project and thesis. Since this Master of Education in Leadership builds upon the work of classroom teachers, course offerings must be made to accommodate their workday and work load. Candidates will normally enroll in six hours of coursework per semester during the school year and six to nine hours during the summer term.

This degree will be offered primarily through distance learning. The Education courses will be offered on line as will many of the content discipline courses. Some coursework in the content areas may be offered as evening hybrid courses.

Professional Education Block (all required - 18 hours)
EDUC 6000: Philosophy and Social Foundations of Educational Leadership (3 hours)
EDUC 6010: Leading the Way in Diverse Schools (3 hours)
EDUC 6020: Education Law, Policy, and Social Justice (3 hours)
EDUC 6030: Instructional Supervision: Evaluating and Crafting Curriculum (3 hours)
EDUC 6040: Foundations of Educational Measurement (3 hours)
EDUC 6050: Mentoring, Coaching, and Development of School Culture (3 hours)

Methods of Research Block (both required - 6 hours)
EDUC 6995: Methods of Research in Education (3 hours)
EDUC 5400: Action Research (3 hours)

Content Block (12 hours):
Candidate Choices:
Content Discipline Courses
English, Social Studies, Math, Science
EDUC 5800 Special Topics in Education (3 hours)
EDUC 6060 Educational Leadership and Technology (3 hours)
EDUC 6070 Literacy and Leadership (3 hours)
Required Course (3 hours minimum)
EDUC 6999: Education Thesis Preparation

Sample Program of Study:
(Note: All EDUC courses and many content discipline courses will be offered on line.)

Summer I	*Fall I*
EDUC 6000 (3 hours)	EDUC 6020 (3 hours)
EDUC 6010 (3 hours)	(3 hours)
Total Hours - 6 hours	Total Hours - 6 hours

Spring I	*Summer II*
EDUC 6030 (3 hours)	EDUC 6040 (3 hours)
Content Course 2 (3 hours)	EDUC 6050 (3 hours)
Total Hours - 6 hours	EDUC 5400 (3 hours)
	Total Hours - 9 hours

Fall II	*Spring II*
EDUC 6995 (3 hours)	Content Course 4 EDUC 6999 (3 hours)
Content Course 3 (3 hours)	Total Hours - 3 hours

Master of Arts in Teaching

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Graduate Faculty

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Dr. Jere Boudell*, Professor of Biology*
Dr. Mary Hollowell, *Professor of Education*
Dr. Shayla Mitchell, *Interim Chair Department of Teacher Education and Associate Professor of Education*
Dr. Mari Roberts, *Interim Director of the Center for Academic Success, Associate Professor of Education and Graduate Program Director of the Masters of Arts in Teaching Education Program*
Dr. Brigitte Byrd, *Professor of English*
Dr. Susan Copeland, *Professor of English and Director of the Master of Arts in Liberal Studies Program*
Dr. Barbara Goodman, *Chair of the Department of English and Professor of English*
Dr. Gwendolyn Harold, *Professor of English*
Dr. Emily Harbert*, Assistant Professor of Science Education and Graduate Program Coordinator of the Master of Arts in Teaching Biology Concentration*
Dr. Edward Joseph Johnson, *Professor of Foreign Language and Foreign Language Coordinator*
Dr. Sipei Klein, *Assistant Professor of English and Director of Writers Studio*

Dr. Mary Lamb, *Associate Professor of English and Director of First Year Writing*
Dr. Gregory McNamara, *Professor of English*
Dr. Eugene Ngezem, *Associate Professor of English*
Dr. Kathryn Pratt—Russell, *Professor of English*
Dr. Amy Sanford, *Assistant Professor of English/English Education*
Dr. LaJuan Simpson-Wilkey, *Chair of the Department of Interdisciplinary Studies and Professor of English*
Dr. Patricia Smith, *Graduate Program Coordinator of the Master of Arts in Teaching English Concentration, Associate Professor of English Education, and Coordinator of Secondary English Education, Undergraduate*
Dr. Scott Bailey, *Assistant Professor of Mathematics*
Dr. Michael Dancs, *Associate Professor of Mathematics*
Dr. Anthony Giovannitti, *Professor of Mathematics*
Dr. Weihu Hong, *Professor of Mathematics*
Dr. Elliot Krop, *Associate Professor of Mathematics*
Dr. Kelli Nipper, *Graduate Coordinator of the Master of Arts in Teaching Mathematics Concentration and Professor of Mathematics*
Dr. Christopher Raridan, *Associate Professor of Mathematics*
Dr. Lila F. Roberts, *Dean of the College of Information and Mathematical Sciences, Department Chair of Computer and Information Sciences, and Professor of Mathematics*
Dr. Anthony Stinson, *Assistant Professor of Mathematics*
Dr. David Williams, *Associate Professor of Mathematics*

Mission and Goals

The Master of Arts in Teaching is designed for individuals who hold a Bachelor's degree in a related area to the respective concentration and/or have a provisional teaching certificate in the discipline. The initial certification program will prepare interested persons to receive a Master's degree and provide them the opportunity to become certified to teach secondary curriculum in grades 6-12.

The program consists of content and methods courses, professional studies classes, and field-based clinical experiences. Upon completion of the program, graduates will be awarded the M.A.T. degree.

This degree offers students opportunities:
- to develop or hone pedagogical skills for teaching in the respective concentration in a high school or college setting;

- to create meaningful connections between subject matter and teaching methods through practice and reflection of the effects on student learning;

- to discover new approaches and materials to reach diverse learners through Clayton State's unique resources; and

- to study in the respective concentration through eighteen hours of intensive graduate coursework in the discipline.

Teacher Education Conceptual Framework

The Master of Arts in Teaching with concentration in Secondary Education will embrace the tenets of our conceptual framework. The theme of Clayton State University's Teacher Education Conceptual Framework is to prepare teacher candidates who become professional educators who engage in reflective practice and are competent, caring, collaborative, committed, and culturally responsive. In particular, program graduates should be able to:

- diagnose student needs;
- plan for student learning;
- facilitate student learning;
- demonstrate appropriate content knowledge;
- foster student well-being to promote learning; and
- assume the role of professional teacher.

General Requirements for Program Admission

To be considered for MAT admission, applicants must submit an application for admission to Graduate Studies at CSU. Admission to the M.A.T. program requires an earned baccalaureate degree in the respective concentration (or a closely related field which includes at least twenty-one (21) hours of coursework) from an accredited college or university. In addition to the general requirements as outlined in the School of Graduate Studies section of this catalog, applicants will need to submit:

- Sample of at least two (2) five to ten (5-10) page **upper division course writings** which show potential for graduate work in English if you are applying for the English concentration.

- All students interested in the mathematics concentration are expected to have the following undergraduate courses: Calculus I, Calculus II, Calculus III, Linear Algebra, and at least two (2) additional upper-division mathematics courses. Students who have not completed at least three (3) of these prerequisite courses will not be considered for admission into the program. Individuals without the required prerequisite courses are expected to complete undergraduate course work to compensate for any deficiencies.

- Passing scores on **GACE Basic Skills Assessment** (Georgia Assessment for the Certification of Educators) are required for admission to the teacher certification program. (SAT 1000, ACT 43, or GRE 1030--exemption scores for the GACE Basic Skills Assessment)

- Georgia Crime Information Center (GCIC) **criminal background check** is required for admission to the certification program.

Degree Requirements

Each student will complete 36 semester hours of MAT coursework with a minimum grade point average of 3.0. At least 27 of these credits must be taken at Clayton State University. The curriculum is generally delivered over four - six semesters when students follow the planned sequence. The M.A.T. program is designed to provide courses and field experiences to support candidates' educational foundation theory and knowledge during the first semester with content and pedagogical knowledge,

skills, and dispositions with practica and internship experiences provided during the following semesters. Students will also complete an action research project.

Faculty in the respective academic departments teach the content and methods courses; faculty from the Department of Teacher Education teach the professional education courses. Both faculty will supervise the clinical and internship experiences along with public school mentor teachers. Our partnership school districts will serve as collaborative sites for field experiences and internships for the certification track.

Summary Degree Requirements for Certification Track:

36 graduate credits, including:
- 18 credits in Education
- 18 credits in content area of the concentration

Summary Degree Requirements for English Post-Secondary Track:

Sample Four-Semester Schedule of Coursework—Certification Track			
SEMESTER I Foundational Studies	SEMESTER 2 Pedagogical & Content Studies & Practicum	SEMESTER 3 Content Studies & Clinical Experiences	SEMESTER 4 Content Studies and Applied Research
EDUC 5100 Social and Cultural Awareness in American Education (3 hrs)	EDUC 5101 Exceptionalities & Cognitive Development of Learners (3 hrs)	EDUC 5300 Internship Seminar (1 hr)	EDUC 5400 Action Research Project Supervision (2 hrs)
EDUC 5200 Curriculum & Instruction for Teaching Secondary School Learners (3 hrs)	EDUC 5102 **Practicum I** (2 hr)	EDUC 5301 Internship (4 hrs)	
	English 5020 (3 hrs)	**English 5030** (3 hrs)	

English Content I (3 hrs)	English Content II (3 hrs)	English Content III (3 hrs)	English Content IV (3 hrs)
9 hours	11 hours	11 hrs	5 hrs
Total = 36 hours			

Summary of Course Requirements:

Education Courses (18 Semester Hours; Certification Track)
- EDUC 5100 Social and Cultural Awareness in American Education
- EDUC 5101 Exceptionalities and Cognitive Development of Learners
- EDUC 5200 Curriculum and Instruction for Teaching Sec. School Learners
- EDUC 5102 Practicum I
- EDUC 5300 Internship Seminar
- EDUC 5301 Secondary School Internship
- EDUC 5400 Action Research Project

English Courses (18 semester hours)
Required English Methods Courses
All MAT English candidates will take both of the following:
- ENGL 5020 Methods of Teaching English I: Teaching Literary Genres
- ENGL 5030 Methods of Teaching English II: Principles of Writing Instruction

English Content Courses
Candidates may choose two from the following list of Studies in American Literature and Culture courses: (Required if not part of undergraduate program coursework)
- ENGL 5000   Great Books
- ENGL 5114   Adolescent Experience in Literature
- ENGL 5120   19th Century American Literature and Culture
- ENGL 5130   Studies in Southern Literature
- ENGL 5140   20th Century American Literature and Culture
- ENGL 5300   Literature by American Women
- ENGL 5350   Gender and Sexuality in American Literature
- ENGL 5400   African American Literature and Culture
- ENGL 5410   The African American Novel
- ENGL 5450   Race and Ethnicity in American Literature
- ENGL 5710   Contemporary American Poetry
- ENGL 5720   Contemporary American Fiction

- ENGL 5730   Modern Drama
- ENGL 5800   Special Topics in Literature

Candidates may choose two from the following list of Studies in British Literature and Culture courses:
(Required if not part of undergraduate program coursework)
- ENGL 5000   Great Books
- ENGL 5114   Adolescent Experience in Literature
- ENGL 5150   Studies in Shakespeare
- ENGL 5210   Studies in Renaissance Literature
- ENGL 5250 19th Century British Literature
- ENGL 5260 20th / 21st Century British Literature
- ENGL 5620   Postcolonial Theory and Literature
- ENGL 5730   Modern Drama
- ENGL 5800   Special Topics in Literature

Candidates may also choose courses from the following list:
- ENGL 5600   Composition Theory
- ENGL 5700   Response to Writing

Summary Degree Requirements for Mathematics Post-Secondary Track:

Summary of Course Requirements:

Education Courses (18 Semester Hours; Certification Track)
- EDUC 5100 Social and Cultural Awareness in American Education
- EDUC 5101 Exceptionalities and Cognitive Development of Learners
- EDUC 5200 Curriculum and Instruction for Teaching Sec. School Learners
- EDUC 5102 Practicum I
- EDUC 5300 Internship Seminar
- EDUC 5301 Secondary School Internship
- EDUC 5400 Action Research Project

Mathematics Courses (3 semester hours)
Required Mathematics Methods Course
All MAT Mathematics candidates will take the following:
- MATH 5010 Modern Methods of Teaching Mathematics (3 hours)

Mathematics Content Courses
Candidates will take five additional Mathematics courses at the 5000 level or higher for a total of fifteen (15) hours:
- MATH 5000   History of Mathematics (3 hours)
- MATH 5130   Applied Algebra (3 hours)
- MATH 5220   Applied Statistics (3 hours)
- MATH 5231   Modern Geometry (3 hours)
- MATH 5250   Elementary Number Theory (3 hours)
- MATH 5350   Graph Theory (3 hours)
- MATH 5360   Combinatorics (3 hours)
- MATH 5520   Introduction to Analysis (3 hours)
- MATH 5800   Special Topics (3 hours)

Summary Degree Requirements for Biology Post-Secondary Track:

Summary of Course Requirements:

Education Courses (18 Semester Hours; Certification Track)
- EDUC 5100 Social and Cultural Awareness in American Education
- EDUC 5101 Exceptionalities and Cognitive Development of Learners
- EDUC 5200 Curriculum and Instruction for Teaching Sec. School Learners
- EDUC 5102 Practicum I
- EDUC 5300 Internship Seminar
- EDUC 5301 Secondary School Internship
- EDUC 5400 Action Research Project

Biology Courses (6 semester hours)
Required Biology Methods Courses
All MAT Mathematics candidates will take the following:
- BIOL 5400 Science and Society (3 hrs)
- BIOL 5901 Methods in Teaching Secondary Biology (3 hrs)

Biology Content Courses
Candidates will take five additional Biology courses at the 5000 level or higher for a total of fifteen (15) hours:
- BIOL 5380 Advanced Evolutionary Biology (3 hrs)
- BIOL 5640 Advanced Cellular and Molecular Biology (4 hrs)
- BIOL 5620 Applied and Environmental Microbiology (3 hrs)
- BIOL 5700 Special Topics in Biology (3 hrs) (may be repeated for different topics)
- BIOL 5820 Conservation Biology (3 hrs)
- BIOL 5840 Plant Ecology (3 hrs)
- BIOL 6222 Research in the Biological Sciences (variable 1- 6 hrs; may be repeated for up to 6 hours total)

Sample Program of Study

Typical Four Semester Schedule of Coursework			
Semester 1 **Spring**	**Semester 2** **Summer**	**Semester 3** **Fall**	**Semester 4** **Spring**
BIOL 5380 (3 hours) EDUC 5100 (3 hours) EDUC 5102 (2 hours) EDUC 5300 (1 hour)	BIOL 5400 (3 hours) EDUC 5200 (3 hours) BIOL 5901 (3 hours) EDUC 5301 (4 hours.)	BIOL 5640 (4 hours) BIOL 5700 (3 hours) EDUC 5101 (3 hrs.) EDUC 5400 (Part 2—1 hr.)	EDUC 5400 (Part 1--1 hr.) BIOL 5620 (3 hours)
9 hours	**13 hours**	**11 hrs**	**4 hrs**

	Total = 37 hours

Summary Degree Requirements for History Post-Secondary Track:

Summary of Course Requirements:

Coursework is made of 36 hours and consists of the following:

Course Number (hours)	Course Title
History Courses (18 hours)	
HIST 5601 (3)	Advanced Methods for Teaching Secondary History
Choose 2-3 Graduate Courses	Studies in United States History
Choose 2-3 Graduate Courses	Studies in World History
Education Courses (18 hours)	
EDUC 5100 (3)	Social & Cultural Awareness in American Education
EDUC 5101 (3)	Exceptionalities & Cognitive Dev. Of Learners
EDUC 5200 (3)	Curriculum & Instruction for Teaching Secondary School Learners
EDUC 5102 (2)	Practicum (2 days in schools)
EDUC 5300 (1)	Internship Seminar
EDUC 5301 (4)	Secondary School Internship
EDUC 5400 (1 & 1)	Action Research Project Supervision

*Students admitted for Spring semester will complete coursework in a typical four-semester plan of study. Beginning coursework in Summer or Fall may add one or two additional semesters to the typical plan of study.

Master of Science in Criminal Justice

Graduate Program Director

Dr. Jason Davis, Associate Professor of Criminal Justice; Program Coordinator, Criminal Justice

JasonDavis@Clayton.edu

(678) 466-4855

Master of Science in Criminal Justice
College of Arts of Sciences
Clayton State University
20000 Clayton State Boulevard
Morrow, GA 30260-0285

Graduate Faculty

Dr. Andrea Allen, *Assistant Professor of Criminal Justice*

Dr. Jason Davis, *Graduate Program Director & Program Coordinator, Criminal Justice; Assistant Professor of Criminal Justice*

Dr. Abigail (Abby) Kolb, *Assistant Professor of Criminal Justice*

Dr. Emran Khan, *Professor of Criminal Justice*

General Overview

The Clayton State School of Graduate Studies offers a Master of Science in Criminal Justice degree that includes **two distinct academic tracks**: (1) Administration of Justice and (2) Criminology, Law, & Society. The *Administration of Justice* track is a 33 hour program that emphasizes a comprehensive understanding of crime and criminal justice research, policy planning, and criminal justice administration. This track is especially recommended for current and aspiring practitioners in the criminal justice and social services communities. The *Criminology, Law, & Society* track is a 33 hour program designed for students who desire more advanced preparation for doctoral studies in criminology or criminal justice. This track is also intended for students interested in pursuing careers as criminal justice research or policy analysts. The curricula includes a sequence of required courses that focus on crime typologies, legal institutions, the criminal justice system, research methodology, program evaluation, and criminological theory. Students will also be required to conduct independent research that critically analyzes a criminal justice policy or topic.

Mission and Goals

The Master of Science in Criminal Justice degree at Clayton State University is intended to comprehensively equip students with the research, communication, and analytical skills necessary for leadership positions in the justice professions or admission to competitive criminal justice, criminology, law, or related programs.

The program is also designed to achieve the following goals:

- ➢ ***Content Mastery***
  - o Through critical exploration of criminal justice and related social sciences research, students will learn about the causes of crime; methods used in criminal justice

research and program evaluation; historical and contemporary approaches to crime prevention; the functioning of major criminal justice institutions; the legal and political framework under which key components of the justice system operate; and modern criminal justice codes of ethics and professional standards.

➢ ***Effective and Productive Communication***
- o Students will develop effective verbal and written communication skills that emphasize intercultural communication skills, time management, tools for teamwork and collaborative learning, and use of electronic media in professional presentations.

➢ ***Critical Thinking, Problem Solving, and Analytical Skills***
- o Students will be encouraged to develop critical thinking skills that enable assessment of existing and alternative solutions to problems associated with the identification, causes, control, and prevention of crime and delinquency. Program graduates should also be able to consider the role that social inequality plays in contributing to commission, interpretations, and perceptions of crime.

➢ ***Effective Evaluation and Integrated Research***
- o Students in the program will be expected to read, comprehend, and relate established approaches to research design and research methodology as they apply to the field of criminal justice. They will also become familiar with basic descriptive and inferential statistics related to the field of criminal justice as well as the techniques that are utilized in evaluating the effectiveness and impact of criminal justice policies and other public programs.

➢ ***Encourage Awareness and Practice of Professionalism and Ethics***
- o Graduates will be taught to employ ethical perspectives and judgments in criminal justice settings. They will be required to understand the ethical implications of the work of justice professionals at all levels. They will also be prepared to act competently and with integrity as leaders in the justice system.

Degree Requirements

In order to earn a Master's degree, students must complete a minimum of 33 semester hours of MSCJ coursework with a minimum grade point average of 3.0. At least 27 of these credits must be taken at Clayton State University. Overall, students will be required to take:

- ➢ 14 credit hours (6 classes) of core required
- ➢ 12 credit hours (4 classes) of concentration specific electives
  - o 4 classes from Administration of Justice concentration ***or***
  - o 4 classes from Criminology, Law, & Society concentration
- ➢ 3 credit hours (1 class) of unrestricted electives
- ➢ 4-6 credit hours (2 classes) of capstone courses
  - o **Administration of Justice concentration**: Problem Solving/Program Evaluation proposal ***or***
  - o **Criminology, Law, & Society concentration**: Research Thesis paper

Administration of Justice Curriculum Worksheet

MASTER OF SCIENCE IN CRIMINAL JUSTICE			
Administration of Justice Curriculum Worksheet			

Student name:	
Student ID:	
Semester entered the program:	

Core Required (14 hours)			
NOTE: You must pass *all* of your core required classes with a grade of B or better			
Course	**Course Name**	**Hours**	**Grade**
CRJU 5000	Principles of Justice	1	
CRJU 5001	Professional Communication	1	
CRJU 5010	Crime in the United States	3	
CRJU 5020	Legal Institutions and Society	3	
CRJU 5040	Police, Courts, & Corrections	3	
CRJU 5050	Research Methods & Applied Statistics	3	
Total Hours		**14**	
Concentration-Specific Restricted Specific Electives			
Students must select a **minimum of 12 credit hours** in their specific concentration area. Required elective courses are designated by bold text and an asterisk (*)			
Course	**Course Name**	**Hours**	**Grade**
CRJU 6051*	**Program Evaluation**	**3**	
CRJU 6060*	**Ethical & Legal Issues**	**3**	
CRJU 6120	Current Issues in Law Enforcement	3	
CRJU 6210	Juvenile Justice Seminar	3	
CRJU 6230	Local Government Administration & Finance	3	
CRJU 6310	Seminar in Sentencing & Applied Corrections	3	
CRJU 6960	Criminal Justice Responses to Terrorism	3	
MGMT 6100	Communication & Leadership	3	
Total Hours		**12**	
Unrestricted Elective Courses			
Students must select **3 credit hours** of unrestricted elective coursework.			
Course	**Course Name**	**Hours**	**Grade**
CRJU 6150	Race, Class, & Crime	3	
CRJU 6250	Drugs, Drug Policy, & Crime	3	
CRJU 6900	Selected Topics in Criminal Justice	3	
ARST 6610	Law, Ethics, & Archives	3	
POLS 5000	Great Political Thinkers	3	

PSYC 5250	Children & the Courts	3	
Total Hours		**3**	

The Capstone Experience
Comprehensive Examination (written and oral) and Capstone Problem Solving Project are required.

Course	Course Name	Hours	Grade
CRJU 6980	Capstone: Problem Solving Project Proposal	3	
CRJU 6910	Project Completion	1-3	
Total Hours		**4-6**	
Total Degree Hours 33-36			

Criminology, Law, & Society Curriculum Worksheet

MASTER OF SCIENCE IN CRIMINAL JUSTICE			
Criminology, Law, & Society Curriculum Worksheet			
Student name:			
Student ID:			
Semester entered the program:			

Core Required (14 hours)
NOTE: You must pass *all* of your core required classes with a grade of B or better

Course	Course Name	Hours	Grade
CRJU 5000	Principles of Justice	1	
CRJU 5001	Professional Communication	1	
CRJU 5010	Crime in the United States	3	
CRJU 5020	Legal Institutions and Society	3	
CRJU 5040	Police, Courts, & Corrections	3	
CRJU 5050	Research Methods & Applied Statistics	3	
Total Hours		**14**	

Concentration-Specific Restricted Specific Electives
Students must select a **minimum of 12 credit hours** in their specific concentration area. Required elective courses are designated by bold text and an asterisk (*)

Course	Course Name	Hours	Grade
CRJU 6050*	**Advanced Criminological Theory**	**3**	
CRJU 6610*	**Advanced Academic Research Methods**	**3**	
CRJU 6410	White Collar and Corporate Crime	3	
CRJU 6550	Social Science, Law, & Justice	3	
CRJU 6620	Qualitative & Ethnographic Analysis	3	
CRJU 6999	Master's Thesis Preparation	3	
POLS 5139	Public Law	3	
Total Hours		**12**	

Unrestricted Elective Courses
Students must select **3 credit hours** of unrestricted elective coursework.

Course	Course Name	Hours	Grade
CRJU 6150	Race, Class, & Crime	3	
CRJU 6250	Drugs, Drug Policy, & Crime	3	
CRJU 6900	Selected Topics in Criminal Justice	3	
ARST 6610	Law, Ethics, & Archives	3	
POLS 5000	Great Political Thinkers	3	
PSYC 5250	Children & the Courts	3	
Total Hours		**3**	

The Capstone Experience			
Comprehensive Examination (written and oral) and Capstone Problem Solving Project are required.			
Course	Course Name	Hours	Grade
CRJU 6995	Master's Thesis Seminar	3	
CRJU 6999	Master's Thesis Completion	1-3	
Total Hours		**4-6**	
Total Degree Hours 33-36			

Master of Science in Psychology
Dr. Samuel Maddox, *Graduate Program Director, Applied Developmental*
Dr. Celeste Walley-Jean, *Graduate Program Director, Clinical*

Master of Science in Psychology
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Dr. Kitty Deering, *Professor of Psychology*
Dr. Erica Gannon*, Associate Professor of Psychology*
Dr. Nichelle Gause*, Lecturer of Psychology*
Dr. Brian Goldman, *Associate Professor of Psychology*
Dr. Christina Grange*, Assistant Professor of Psychology*
Dr. Pinar Gurkas, *Assistant Professor of Psychology*
Dr. Charlie Harris, Assistant Professor of Psychology
Dr. Samuel Maddox, Associate Professor of Psychology
Dr. Donna McCarty, *Professor and Chair of Psychology*
Dr. Stella Michael-Makri*, Assistant Professor of Psychology*
Dr. Antoinette Miller, *Professor of Psychology*
Dr. Celeste Walley-Jean, *Associate Professor of Psychology*
Dr. Eckart Werther*, Assistant Professor of Psychology*

Mission Statement and Learning Outcomes for the Masters of Science in Psychology: Applied Developmental Track

The Mission of the Master's program in Applied Developmental Psychology is to provide students with advanced knowledge in normative and atypical patterns of development and the critical contexts of development. Moreover, students will develop skills for assessing and monitoring development and devising, implementing, and evaluating programs that serve increasingly diverse populations of children and adolescents. The program offers a unique emphasis on the application of knowledge in community settings and prepares students for immediate employment in a range of settings including government and non-profit agencies, research centers, and parent education programs. The program will also prepare students who wish to pursue doctoral training in applied developmental psychology, developmental psychology, clinical psychology, and educational psychology. Graduates of the program will:

- demonstrate an understanding of the major theoretical perspectives on child and adolescent development and how these differing perspectives can be used to develop and guide interventions and services for diverse populations of children and adolescents.

- understand and apply the ethical standards set forth by the American Psychological Association, especially those ethical guidelines pertaining to minors.

- demonstrate knowledge of the major domains of development and both the biological foundations for and environmental influences on development within these domains.

- demonstrate knowledge of the major contexts for development (e.g. family, educational, community, and legal systems) as well as how programmatic and policy decisions can both favorably and adversely impact the functioning of these systems and the children within them.

- apply knowledge of methodological strategies for assessing child and adolescent development and the programs that serve them.

- demonstrate proficiency in both written and oral communication, particularly regarding the implications of research findings to relevant audiences.

Mission Statement for Masters of Science in Psychology: Clinical Track

The Mission of the Master's program in Clinical Psychology is to prepare students to be competent, ethical practitioners of psychological services in the community. Students will develop skills in psychological assessment, and in a variety of therapeutic modalities, including individual, family, couples, and group therapy. Students will be able to apply knowledge from various theoretical frameworks (e.g., cognitive, behavioral, psychodynamic, humanistic) to intervene effectively with a wide variety of psychological problems. The program emphasizes learning to consider the uniqueness of each individual and the influence of culture and ethnicity when providing services to people from diverse backgrounds. Students will be expected to develop self-awareness, empathy, and compassion for the people struggling with mental health problems. This program will prepare graduates to work in a broad

range of mental health settings. The program will also prepare students who wish to pursue doctoral training in clinical or counseling psychology. Graduates of this program will be able to:

- use critical thinking skills to assess mental health and implement effective interventions using a variety of therapeutic modalities and theoretical approaches (e.g., cognitive, behavioral, psychodynamic, humanistic).

- understand and apply ethical standards to the provision of psychological services in the community.

- demonstrate knowledge and skills to intervene effectively with individuals from varying cultural backgrounds.

- interpret and apply research methods and statistical techniques to advance the study and practice of clinical psychology.

- use interpersonal and written communication effectively and professionally.

Additional Admission Requirements

In addition to the general requirement of the School of Graduate Studies, admission to the Master of Science in Psychology program will be based upon the following:

- a completed undergraduate degree from an accredited institution with undergraduate grade point average of 3.0 or better

- combined scores on the Graduate Record Examination General Test (300 total with at least 150 on each of the Verbal and Quantitative Reasoning sections);

- a sufficient undergraduate background in psychology please see application for required courses; and

- an interview with the departmental admissions committee.

Degree Requirements

Core: Required of All Students
PSYC 5000, Advanced Development (3-0-3)
PSYC 5010, Ethics and Professional Identity (3-0-3)
PSYC 5020, Cultural Issues in Applied Settings (3-0-3)

Research Core: Required of All Students
PSYC 5040, Advanced Research Methods and
 Statistics I: Parametric Approaches and Experimental Designs (3-0-3)

The Professional Concentration

Applied Developmental	Clinical
PSYC 5050, Advanced Research Methods and Statistics II: Nonparametric Approaches and Quasi-Experimental Designs (3-0-3)	PSYC 5050, Advanced Research Methods and Statistics II: Nonparametric Approaches and Quasi-Experimental Designs (3-0-3; for thesis track students only)
PSYC 5210, Cognitive Development (3-0-3)	PSYC 5350, Advanced Psychopathology & Diagnosis (3-0-3)
PSYC 5220, Social and Emotional Development (3-0-3)	PSYC 5160, The Helping Relationship (3-0-3)
PSYC 5230, Biological Foundations of Behavior (3-0-3)	PSYC 5170, Theories and Practice in Psychotherapy I (3-0-3)
*PSYC 5240, Agencies that Serve Children (3-0-3)	PSYC 5180, Theories and Practice in Psychotherapy II (3-0-3)
*PSYC 6700, Graduate Directed Reading (3-0-3)	**PSYC 5220, Social and Emotional Development (3-0-3)
*HCMG 5650, Public Health Organizations and Practice (3-0-3)	**PSYC 5280, Developmental Disorders and Psychopathology (3-0-3)
PSYC 5260, The Family System and the Child (3-0-3)	PSYC 6590, Clinical Practicum (0-V-3); to be repeated for total of six hours
*PSYC 5270, The Educational System and the Child (3-0-3)	PSYC 5200, Family & Couples Therapy (3-0-3)
PSYC 5280, Developmental Disorders and Psychopathology (3-0-3)	PSYC 6520, Psychological Assessment II (Personality)(3-0-3)
PSYC 6490, Internship in Applied Development (0-V-3); to be repeated for total of six hours	PSYC 5150, Group Therapy (3-0-3)

NOTE: * A D P Students will choose 3 out of 4 of these courses. ** Professional paper track students in the clinical program will take one of these two classes

The Capstone Experience Candidates for the M.S. in Psychology have two options for degree completion:	
<u>**Professional Paper (6 hrs)**</u> Working with an advisor, the student identifies an area of study and prepares a professional paper. PSYC 6890, Professional Paper (3-0-3) PSYC 6899, Professional Paper Completion (1-0-1)	<u>**Thesis (6 hrs maximum)**</u> The student develops, writes, and defends a research proposal, and then completes a research study, writes, and defends a thesis. A faculty advisor is assigned to supervise the student. PSYC 6995, Thesis (3-0-3); course can be repeated for 1 to 3 hours
Comprehensive Examination (written) is required	Defense of Thesis is required Students in the clinical program are required to do the comprehensive exam even with the thesis option

COLLEGE OF BUSINESS

AACSB International (The Association to Advance Collegiate Schools of Business) represents the highest standard of achievement for business schools worldwide. Founded in 1916 by seventeen of the nation's premier business schools, including Columbia University, Cornell University, Dartmouth College, and Harvard University, AACSB is committed to quality and continuous improvement in management education.

To earn AACSB accreditation, a business school must undergo meticulous internal review, evaluation, and adjustment—a process that can take from three to seven years. During this period, schools develop and implement a plan intended to meet the 21 AACSB standards that require highly qualified faculty, as well as a commitment to continuous improvement and keeping curricula responsive to the needs of business.

There are over 500 institutions around the world that have earned specialized AACSB accreditation for their business schools. Clayton State is part of this elite group that makes up less than 15 percent of schools of the world's business schools that have achieved this designation.

EARNED EXCELLENCE

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THE BEST BUSINESS SCHOOLS
IN THE WORLD

ADMINISTRATIVE OFFICERS
Dr. Avinandan Mukherjee, *Dean*

MISSION AND GOALS
The mission of the College of Business is to:
- Prepare a diverse student body for business and professional careers by providing a quality education;

- Provide a student-centered environment, using technology to enhance student learning;

- Support faculty in applied and instructional research and service to the profession; and

- Serve primarily the metropolitan Atlanta area.

Our goals are to:
- Produce students who can demonstrate the knowledge, skills, and attitudes required for success:
  - ➢ written and oral communication skills,
  - ➢ ethical and corporate social responsibility,
  - ➢ thinking skills,
  - ➢ interpersonal skills and appreciation of diversity,
  - ➢ knowledge of the business environment, and
  - ➢ use of technology in business.

- Provide a student-centered learning environment for traditional, non-traditional, full-time, and part-time students characterized by:
  - ➢ accessible faculty,
  - ➢ smaller classes taught by faculty members (not teaching assistants),
  - ➢ flexible delivery of course offerings (on-campus or hybrid),
  - ➢ personalized academic and career advisement, and
  - ➢ active teaching methods.

- Recruit and retain a diverse and qualified faculty.

- Be responsive to the changing needs of the employers of our graduates.

Our Values are: Integrity, appreciation of diversity, accountability, collegiality, and excellence.

Master of Business Administration

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Dr. Diane Fulton, *Professor of Business*
Dr. David Furman, *Associate Professor of Marketing*
Dr. Craig Hill, *Associate Professor of Management*
Dr. Louis F. Jourdan, *Professor of Management*
Dr. Reza Kheirandish, *Associate Professor of Economics*
Dr. Chen-Miao Lin, *Professor of Finance*
Dr. Gary L. May, *Professor of Management*
Dr. Keith Miller*, Assistant Professor of Supply Chain Management*
Dr. George E. Nakos, *Professor of Marketing*
Dr. C.R. Narayanaswamy, *Professor of Finance & Economics*
Dr. Adel Novin, *Professor of Accounting*
Dr. Judith Ogden, *Associate Professor of Business Law and Taxation*
Dr. Alphonso Ogbuehi, *Professor of Business*
Dr. Louis (Lou) Xavier Orchard, *Associate Professor of Accounting*
Dr. Margaret Thompson, *Assistant Professor of Management*
Dr. Anita Whiting, *Associate Professor of Marketing*
Dr. Jesse Zinn*, Assistant Professor of Economics*

Goals

The Master of Business Administration (MBA) program at Clayton State University is designed for working professionals who are seeking to move their careers to the next level and beyond. It is a fast-track 20-month program designed for busy executives whose time is already at a premium. Classes meet every other weekend during fall, spring and summer terms and include a five-day mini-mester course that is offered at the beginning of each cohort. On-line course components are utilized to strengthen students' technology skills and to help students use their time effectively.

The MBA program is offered in a lock-step, cohort format to build stronger relationships among students so as to increase communication and the sharing of experiences. The curriculum is rigorous and designed to:

- Prepare graduates to operate successfully and lead organizations in a business environment that is global and rapidly changing,

- Prepare students for professional management careers by increasing their communication skills, broadening their appreciation of diverse cultures, improving their decision making, and reinforcing their ability to apply knowledge and skills in problem solving,

- Produce graduates who will develop a better understanding of the importance of ethical business behavior and corporate social responsibility, and

- Enable graduates to gain an insight into an area that is increasing in importance for almost every business − supply chain management.

All students enrolled in the program are required to complete a minimum of 33 semester credit hours with no elective courses. Students desiring a minor in accounting while earning the MBA, take a minimum of 36 semester credits which include 9 credit hours in advanced accounting courses (5000 and 6000 level).

Students with a non-business undergraduate degree may be required to take 1 – 4 foundation courses to prepare them for the core courses. MBA curriculum and course content will evolve based on feedback from assessment and input from businesses in metropolitan Atlanta.

Outcomes for the MBA program are as follows:
- graduates will demonstrate knowledge of logistics, accounting, marketing, economics, organizational behavior, finance, production, international and managerial issues and strategy;

- graduates will possess an appreciation for and an understanding of the application logistics/supply chain management functions in organizations;

- graduates will demonstrate leadership ability and team building skills;

- graduates will be able to manage successfully in a rapidly changing global business environment;

- graduates will be able to identify and manage ethical issues and multicultural diversity

- graduates will demonstrate appropriate oral and written communication skills

- graduates will demonstrate the ability to evaluate the business environment, then choose and utilize the quantitative or decision making technique that is appropriate for the given situation

The curriculum is designed to challenge students and to open minds to new ways of thinking about business issues. Courses include lectures, case discussions, current business issues, and team projects. Students take two courses a semester, including summer, and take an additional five day mini-mester course at the beginning of their program.

General Requirements for Admission

Application for the program is based upon several factors to ensure a talented and diverse student body. Full admission into the program requires admission to the Clayton State University School of Graduate Studies, acceptable GPA for all prior college/university study, acceptable scores on the GMAT, and appropriate work experience.

A student failing to meet one or more of the standards required for Full Admission status may be eligible for provisional admission, if space in the program is available. Provisional status is provided for one semester under the conditions specified at the time of admission by the School of Graduate Studies and the MBA Admissions' Committee. Students who fail to make progress under provisional admission will be withdrawn from the program.

Requirements for the MBA with a Supply Chain Concentration

Required curriculum with no Minor:

Course	Title	Hours
ACCT 6100	Accounting for Managerial Decision Making	3
FINA 6100	Finance	3
ECON 6100	Managerial Economics	3
BUSA 6100	Decision Making under Uncertainty	3
BUSA 6101	International Business and Global Logistics	3
MGMT 6100	Communication and Leadership	3
MGMT 6101	Management of Change and Innovation	3
MGMT 6102	Operations and Supply Chain Management	3
MGMT 6103	Field Problems in Logistics Systems	3
MKTG 6100	Marketing Strategy	3
MGMT6104	Strategic Management	3

Total: 33 hours

BUSA 6102   Research Project   3
May be substituted for another course with permission of the MBA Director

Foundation Courses

For students whose undergraduate degree is not in business: The Clayton State MBA program requires completion of one or more foundation courses listed below. These foundation courses are offered in a streamlined, self-paced format

Course	Title	Semester Hours

ACCT 5000	Foundations of Accounting	1
FINA 5000	Foundations of Finance	1
STAT 5000	Foundations of Statistics	1
BUSA 5000	Foundations of Quantitative Methods	1

Academic Plan for the MBA with a Supply Chain Concentration

Students will take two courses a semester (including summer), with the exception of the first semester. The five day mini-mester course will be offered in the first semester.

First Semester

Course	Course	Hours
Communication and Leadership*	MGMT 6100	3.0
Management of Change & Innovation	MGMT 6101	3.0
Marketing Strategy	MKTG 6100	3.0

* Five day mini-mester course will be taken at the beginning of each new cohort.

Second Semester

Course	Course	Hours
Managerial Economics	ECON 6100	3.0
Decision Making Under Uncertainty	BUSA 6100	3.0

Third Semester

Course	Course	Hours
Accounting for Managerial Decision Making	ACCT 6100	3.0
International Business and Global Logistics	BUSA 6101	3.0

Fourth Semester

Course	Course	Hours
Finance	FINA 6100	3.0
Operations and Supply Chain Management	MGMT 6102	3.0

Fifth Semester

Course	Course	Hours
Field Problems in Logistics Systems	MGMT 6103	3.0
Strategic Management	MGMT 6104	3.0

Academic Policies

Progress: It is expected that a student will need no more than 20 months to complete the lock-step MBA degree. Students who are unable to maintain the cohort schedule will not graduate with their respective cohort group.

To receive a Master of Business Administration graduate degree from Clayton State University, a student usually completes all 33 semester hours of the program requirements from Clayton State University. All semester hours in the MBA program at CSU must be completed after the student has been admitted to the degree program. Transfer of graduate credit is generally not accepted, although transfer credit from an AACSB accredited institution may be considered on an individual basis.

Students accepted into a program who do not attend classes for over one year must apply for readmission into the degree program at both the School of Graduate Studies and the College of Business and begin a new planned program of study. Transfer course credit over five years old will not be accepted in the program. Other previous course work will be evaluated on the basis of its applicability to the new program of study. To remain a student in good standing, students must maintain a 3.0 GPA.

Withdrawals: Withdrawals are subject to approval by the Director of the MBA program. Students who simply stop attending classes in any course without officially withdrawing will be assigned failing grades.

Any student who desires to withdraw from the University should contact the Program Director. Following an exit interview, the student will be issued a copy of the withdrawal form and the Program Director will process the paperwork with the necessary University offices.

Enforced Withdrawal from the University

A student who fails to comply with the conditions stated for provisional admission may be denied continuation in the program and the School of Graduate Studies.

Course Load

Six semester hours will be required of all MBA students in the spring, summer, and fall semesters. In addition, there will be one five- day three semester-hour mini-mester course that will usually be given at the beginning of a cohort.

Change of Schedule

A student's schedule may be changed subject only to the approval of the MBA Program Director. (Note: University policy is stated below. The MBA program is a cohort program.) The procedure is as follows:

1. The student obtains a drop/add request form from the respective school to add a course, drop a course, or to add and drop.
2. After the appropriate signatures have been obtained, the student makes the change using regular CSU student guidelines for adds and drops.

COLLEGE OF HEALTH
ADMINISTRATIVE OFFICER
Dr. Lisa Wright Eichelberger, *Dean*

SCHOOL OF NURSING

Mission and Goals
Consistent with the mission statement of Clayton State University, the School of Nursing is committed to providing comprehensive nursing education and public service to residents of the community, region and the Southern Crescent of Metro Atlanta. The School of Nursing incorporates these five elements in its mission: the utilization of effective communication systems with the application of information technology; the promotion of health and human development of our global community in transition; the provision of high quality educational services for the development of competent, caring, and committed professional nurses; the design and development of a program which incorporates modern health care and educational technology; and the provision of community-based, experiential learning.

It is the faculty's mission to use those resources that will promote lifelong learning and enhance the acquisition of skill in information technology. Mastery of critical thinking skills, nursing therapeutics, theory-based practice, research, and communication is successfully accomplished by integrating theory, clinical practice, and technologically advanced communications.

Master of Science in Nursing
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Dr. Victoria Foster, *Associate Professor of Nursing and Graduate Program Director*
Dr. Betty Lane, *Professor of Nursing and Director of Undergraduate Program*
Dr. Sue Odom, *Professor of Nursing*
Dr. M. Grace Nteff, *Assistant Professor of Nursing*

Dr. Susan Sanner, *Associate Professor of Nursing and FNP Coordinator*
Dr. Charlotte Swint, *Assistant Professor of Nursing*
Dr. Deonna Tanner, *Assistant Professor of Nursing*

Overview

The MSN curriculum is designed to prepare professional registered nurses for Advanced Practice Nursing (APN) roles as culturally competent educators, leaders and practitioners. All students enrolled in the educator or leadership track will be required to take seven (7) graduate core courses consisting of twenty-one (21) semester credit hours. Additionally, students are required to select a concentration of family nurse practitioner, nursing education or nursing leadership. Each of these concentrations will consist of sixteen to eighteen (16-18) credit hours. Included in these hours is a variable credit (3-5 hours) thesis or project. All FNP students will be required to take twenty-three (23) credit hours of core courses and twenty-three (23) credit hours of clinical courses including 630 practicum hours

The nursing education concentration will focus on preparing nurses to facilitate learning in various environments through the application of knowledge in instructional design, curriculum development, technology utilization, and evaluation of learning. The leadership concentration will focus on developing nursing leaders who are able to influence, design, manage, transform, and evaluate the evolution of nursing services and care delivery. The FNP concentration is designed to prepare professional Registered Nurses for APN roles as culturally competent primary providers of clients, families and communities.

The degree offers graduates the opportunities to:

1. Implement advanced practice roles as leaders and educators within the nursing profession and the health care system utilizing human caring as the foundation for nursing practice;

2. Develop and nurture collaborative and interdependent relationships by communicating with other health care professionals;

3. Analyze personal and organizational decision making utilizing an understanding of how ethics and values influence health care delivery;

4. Utilize nursing research for the promotion of high quality nursing education, health care, and evidence based practice;

5. Demonstrate critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes;

6. Demonstrate cultural competence that reflects sensitivity to human diversity in a dynamic academic and health care environment;

7. Develop comprehensive, holistic plans of care that address health promotion and disease prevention needs of diverse populations;

8. Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective health care, and the advancement of nursing practice.

Additional Admission Requirements

In addition to the general requirements of the School of Graduate Studies, the School of Nursing requires:

- Applicants must hold a Bachelors of Science in Nursing and a current unrestricted RN Georgia license.

- To complete the application process, applicants will be scheduled for an **interview on campus** with faculty in the area of concentration.

Education/Leadership Track Progression

Fall	Spring	Fall	Spring
NURS 5100 Theory for Graduate Nursing Practice (3-0-3) NURS 5410 Advanced Pathophysiology (3-0-3) *NURS 6110 Principles of Education in Nursing (3-0-3) **NURS 6100 Principles of Leadership and Management within Healthcare Organizations (3-0-3)	NURS 5200 Research for Evidence-Based Nursing Practice (3-0-3) NURS 5400 Advanced Pharmacology (3-0-3) *NURS 6120 Educational Strategies and Curriculum Development (3-0-3) **NURS 6200 Analysis of System Performance (3-0-3)	NURS 5310 Health Promotion for Vulnerable Populations (3-0-3) NURS 5420 Advanced Health Assessment (2-1-3) * NURS 6330 Evaluation of Learning (3-0-3) **NURS 6310 Resource Management in Healthcare Organizations (3-0-3)	NURS 6999 Focused Project/ Master's Thesis (3-5 variable) NURS 5600 Health Care Policy (3-0-3) *NURS 6550 Transitioning into the Nurse Educator Role (0-9-3) **NURS 6300 Transitioning into the Leadership Role (0-9-3)
9 hours	**9 hours**	**9 hours**	**9-11 hours**

*Nursing Education Track
**Nursing Leadership Track

Courses

<u>Core</u>

NURS 5100	Theory for Graduate Nursing Practice	3 hours
NURS 5200	Research for Evidence-Based Nursing Practice	3 hours
NURS 5310	Health Promotion for Vulnerable Populations	3 hours
NURS 5400	Advanced Pharmacology	3 hours
NURS 5410	Advanced Pathophysiology	3 hours
NURS 5420	Advanced Health Assessment	3 hours
NURS 5600	Health Care Policy	3 hours

<u>Education</u>

NURS 6110	Principles of Education in Nursing	3 hours
NURS 6120	Educational Strategies and Curriculum Development	3 hours
NURS 6330	Evaluation of Learning	3 hours
NURS 6550	Transitioning into the Nurse Educator Role	3 hours
NURS 6999	Focused Project/Master's Thesis	3-5 variable hours

<u>Leadership</u>

NURS 6100	Principles of Leadership and Management within Healthcare Organizations	3 hours
NURS 6200	Analysis of System Performance	3 hours
NURS 6310	Resource Management in Healthcare Organizations	3 hours
NURS 6300	Transitioning into the Leadership Role	3 hours
NURS 6999	Focused Project/Master's Thesis	3-5 variable hours

Focused Project/Master's Thesis (3-5 hours)

The main focus of this course will be a faculty-guided thesis or project. This project/thesis will have a strong research component and will be a summative work. Students who do not complete the project/thesis in one semester may repeat for additional credits.

Advising

In order to keep students on track for completing the degree, the Graduate Program Director will assign each student who enters the program an advisor. The student will be required to meet with his or her advisor before registering for courses each semester.

Family Nurse Practitioner Track Progression

Fall	Spring	Summer	Fall	Spring
NURS 5410 Advanced Pathophysiology (3-0-0-3) NURS 6610 Diagnostic and Clinical Reasoning for Advanced Practice Nurses (2-0-1-3) NURS 6620 Advanced Health Assessment for FNPs (2-1-0-3) *NURS 5100 Theory for Graduate Nursing Practice (2-0-0-2)	NURS 6630 Health Promotion and Problems of Adults and Their Families (3-0-3-6) NURS 6640 Advanced Pharmacology for FNPs (3-0-0-3) *NURS 5200 Research for Evidence-Based Nursing Practice (2-0-0-2)	NURS 6650 Health Promotion of Children and Their Families (3-0-3-6) NURS 6660 Population Health and Emerging Disease (1-0-0-2)	NURS 6670 Advanced Practice Nursing Roles in Society (3-0-0-3) NURS 6680 Health Promotion and Problems of the Elderly and Their Families (2-0-3-5)	NURS 6690 Nurse Practitioner Practicum (1-0-4-6) *NURS 5600 Health Care Policy (2-0-0-2)
11 hours	**11 hours**	**8 hours**	**8 hours**	**8 hours**

*Required for Post BSN students; Post MSN may qualify for exemption of two of these three courses

Courses

Core

NURS 5100	Theory for Graduate Nursing Practice	2 hours
NURS 5200	Research for Evidence-Based Nursing Practice	2 hours
NURS 5410	Advanced Pathophysiology	3 hours
NURS 5600	Health Care Policy	2 hours
NURS 6610	Diagnostic and Clinical Reasoning for Advanced Practice Nurses	3 hours
NURS 6620	Advanced Health Assessment	3 hours
NURS 6640	Advanced Pharmacology for Advanced Practice Nurses	3 hours
NURS 6660	Population Health and Emerging Disease	2 hours
NURS 6670	APN Roles in Society	3 hours

Clinical

NURS 6630	Health Promotion and Problems of Adults and Their Families	6 hours
NURS 6650	Health Promotion and Problems of Children and Their Families	6 hours
NURS 6680	Health Promotion and Problems of the Elderly and Their Families	5 hours
NURS 6990	Nurse Practitioner Practicum	6 hours

Advising

In order to keep students on track for completing the degree, the Graduate Program Director will assign each student who enters the program an advisor. The student will be required to meet with his or her advisor before registering for courses each semester.

RN-MSN Completion Track

Admission

The RN-MSN track is available for registered nurses with an associate degree or diploma in nursing who meet University admission requirements. Clayton State participates in the Georgia Statewide Articulation Model. Nursing application is separate from University application and admission. The distance learning program can be completed on a full-time or part-time basis. Graduates are prepared to practice in diverse health care settings, including hospitals, homes, clinics, hospice, industry, and community.

The RN-MSN program is available in Nursing Education or Leadership. Students will earn both BSN and MSN degrees upon completion of all course work. Reference Graduate Catalog for details.

Minimum admission requirements include (details on the School of Nursing website):
1. Unrestricted current nursing licensure in the United States or eligibility for licensure
2. College grade point average (GPA) of 2.00 on 4.00 scale.
3. Completion of 45 semester hours of BSN core curriculum with grades of C (or K or S) or better in all natural and behavioral science, math and Area F courses at the time of application and 60 semesters hours at the time of enrollment in nursing program.
4. Successful completion of the legislative requirements.
5. Eligible for clearance on criminal background check and drug screening.

6. Separate application to the School of Graduate Studies for MSN admission upon completion of BSN coursework with college grade point average (GPA) of 3.00 on 4.00 scale and submission of GRE scores.

Curriculum
Core (Areas A - E)... **42 hours**
- Area A2 – MATH1101 or MATH1111 recommended
- Area D1 – CHEM1151-1151L-1152-1152L recommended
- Area D2 – MATH1231 recommended

Core (Area F).. **18 hours**
- Appropriate 1000/2000 level coursework (not applied in Core A-E)
- *MATH1231 (if not applied in Area D2) or appropriate lower division statistics course required

Transition Course.. **3 hours**
HLTH 3200 Pathophysiology for RN's.................................. 3 hours

Career Block.. **30 hours**
Upon successful completion of NURS 3101, RNs will receive up to 30 semester hours of credit.

BSN Major Requirements... **24 hours**
HLTH 3341 Cultural Diversity.. 3 hours
NURS 3101 Professional Issues... 3 hours
NURS 3110 Interactive Communication.............................. 3 hours
NURS 3201 Health Assessment.. 2 hours
NURS 3202 Health Assessment Lab for RNs........................ 1 hour
NURS 4200 Research for Evidence-Based Practice............. 3 hours
NURS 4300 Nursing Leadership and Management for RNs……………….4 hours
NURS 4400 Community and Population-Focused Nursing Practice RNs   4 hours
NURS 4605 Transition into Graduate Education................... 1 hour
MSN Major Requirements... **24-27 hours**
NURS 5100 Theory for Graduate Nursing Practice.............. 3 hours
NURS 5200 Research for Evidence-Based Practice............. 3 hours
NURS 5310 Health Promotion for Vulnerable Populations.. 3 hours
NURS 5400 Advanced Pharmacology................................. 3 hours
NURS 5410 Advanced Pathophysiology............................. 3 hours
NURS 5420 Advanced Health Assessment......................... 3 hours
NURS 5600 Health Care Policy……………………………………………3 hours
NURS 6999 Focused Project Master's Thesis.................... 3-5 hours

MSN Education Track*... **12 hours**
NURS 6110 Principles of Education in Nursing................... 3 hours
NURS 6120 Educational Strategies and Curriculum Development 3 hours
NURS 6330 Evaluation of Learning.................................... 3 hours

NURS 6550 Transitioning into the Nurse Educator Role..... 3 hours

MSN Leadership Track*.. **12 hours**
NURS 6100 Principles of Leadership and Management within Healthcare Organizations   3 hours
NURS 6200 Analysis of System Performance...................... 3 hours
NURS 6310 Resource Management in Healthcare Organizations 3 hours
NURS 6300 Transitioning into the Leadership Role............. 3 hours

*Track availability based on student demand and minimum enrollment requirements.

RN-MSN Opt-Out Option
   Nursing students who complete BSN major requirements and begin MSN major requirements then decide not to complete MSN degree must satisfy undergraduate practicum prior to earning BSN degree.
         NURS 4503 Clinical Practicum for RNs............................... 3 hours

BSN Academic Standards
   Nursing students must maintain a semester grade point average (GPA) of 2.00 ("C") to progress in the program. A minimum grade of "C" is required in all upper division and major courses. Students who receive a "D", "F", "WF", or "U" in any nursing course may repeat that course one time only on a space available basis. Students who receive any two of the following: "D", "F", "WF", or "U" in any two nursing courses may not continue in the program. Reference BSN Student Handbook for details.

MSN Academic Standards
   Nursing students must maintain a semester grade point average (GPA) of 3.00 ("B") to maintain good standing in the program. Students who receive a "C", "D", "F", "WF", or "U" in any two MSN courses may repeat those courses one time only on a space available basis. Three grades of "C", "D", "F", "WF", or "U" in any MSN course will result in program dismissal. Reference MSN Student Handbook for details.

Master of Health Administration

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Dr. Ron Fuqua, *Associate Professor of Health Care Management*
Dr. Thomas McIlwain, *Professor and MHA Program Director*
Dr. M. Scott Stegall, *Associate Professor of Health Care Management*
Dr. MariBeth Stegall, *Assistant Professor of Health Care Management*

Mission and Goals

The mission of the Health Care Management program is to prepare ethical and socially responsible students from a variety of backgrounds for entry and mid-level management and leadership positions in a variety of health service organizations in the changing health service system, and to strive for excellence in professional education, scholarly research and community service in health care management.

Vision

To be a premier, high value provider of health administration education at the regional, state and national level to all types of clinical and non-clinical individuals.

Goals

Programmatic goals include obtaining a selection of both diverse student and faculty educational and experiential backgrounds to foster increased interdisciplinary understanding of health care. Because a health administrator supports those who provide care, it is incumbent to include both clinicians and non-clinicians in the student body to refine their analytical, verbal and quantitative skills for resolving complex health care issues. Individuals learn both cognitive and affective educational domains at the highest levels.

The MHA program will provide students with tools for successful careers and personal growth through:
- Preparation for leadership in private, public, profit or non-profit health service organizations;

- Instruction of theoretical and conceptual frameworks for programmatic solutions in actual practice settings;

- Instruction in the domains and competencies required by the Commission on Accreditation of Healthcare Management Education (CAHME);

- Internships that add value to patients' care (required); and

- A unique professional based project focused on improving care or resource use in healthcare

- The use of both on-campus and off-campus media to enhance their skills, knowledge and abilities in health administration at a reasonable expense;

Objectives
The MHA has four primary objectives. They are to prepare students:
1. For positions of increased responsibility within healthcare,
2. For further career choices beyond the entry level,
3. With clinical, business or other backgrounds, who want to expand their careers into health administration, and
4. To improve the quality of care and resource use in health organizations

Additional MHA educational objectives include, but are not limited to:
1. Development of independent thinking in a complex world,
2. Benchmark skills in health ethics for a global environment,
3. Development of superior health administration skills,
4. Development of health economics/financial skills,
5. Promotion of pragmatic application from internship (or project) experiences,
6. Exposure to current health care systems analysis and forecasting

Academic Policies
Students admitted to the MHA program will follow the academic policies contained in this catalog.

Advising
In order to keep students on track for completing the degree, the Graduate Program Director will be the initial student advisor. Each student will be assigned a faculty advisor by the second semester of study. The student will be required to meet with his or her advisor before registering for courses each semester.

MHA Degree Program Requirements

MHA Foundation Core:	12 Credits (All Required)
MHA Advanced Core:	24 Credits (All Required)
MHA Electives:	0-6 Credits
Internship:	0-6 Credits
Thesis:	3 Credits (Optional)
Total:	45 Credits (required to graduate)

Core 36 credits: HCMG 5100-6900
Foundation Core:
HCMG5100: Health Services Administration
HCMG5200: Healthcare Ethics
HCMG5300: Healthcare Human Resources
HCMG5400: Organizational Behavior in Healthcare

Advanced Core:
[Students must take HCMG 5100-5400 Before HCMG 6301-6900]
HCMG6000: Health Economics/Financial Management
HCMG6100: Information Management in Healthcare
HCMG6301: Healthcare Marketing
HCMG6500: Managerial Epidemiology
HCMG6650: Research Statistics and Methods in Healthcare
HCMG6700: Healthcare Policy
HCMG6801: Healthcare Law
HCMG6900: Strategic Management of Healthcare Organizations

Electives 0-6 credits
HCMG5501: International Healthcare Issues
HCMG5650: Public Health Organizations
HCMG5701: Long Term Care Administration
HCMG 5750: Health Care Regulatory Compliance
HCMG6950: Independent Research in Health Administration

Integrative Experiences 3-9 Credits
HCMG6990: Health Administration Internship (0-6 Credits)
HCMG6999: Thesis in Health Administration (Optional)
Comprehensive Examination (No Credit: Two Chances to Pass)

MHA Thesis and Comprehensive Examination

Optional Thesis (May be Conducted in Conjunction with the Comprehensive Examination)
Purpose of the Thesis: The thesis is the final research paper in the MHA Program. It offers the opportunity to (1) access and critically review current and relevant literature regarding a specific research question through, the lens of a theoretical framework, (2) to design and complete a research

project at the master's level, and (3) determine how the findings from the study will improve health organization practice. The master's thesis does not have to be independent or original research, but should be the new application of ideas. The thesis and the related defense (Oral Thesis Examination that is NOT the Comprehensive Examination) offer the opportunity to demonstrate the ability to write about and communicate orally the work done in the MHA. The thesis must be article ready, but it is not required to be accepted for publication. For specific requirements on the thesis, students will refer to the MHA Graduate Handbook (provided upon admission to the MHA).

Comprehensive Examination (May be Conducted in Conjunction with the Thesis or Internship Project Presentation)
Purpose of the Comprehensive Examination: The comprehensive examination is a means of demonstrating the degree of knowledge, skills and abilities from the culmination of cognitive and affective education provided in the MHA. All students must pass the comprehensive examination within TWO tries. Failure to pass the comprehensive examination indicates failure in the MHA program. No credit is provided for the comprehensive examination.

GRADUATE COURSE DESCRIPTIONS

Accounting (ACCT)

ACCT 5000: Foundations of Accounting

This is a one unit online course which covers accounting fundamentals related to both financial accounting and managerial accounting. Students complete 14 assessment quizzes in Georgia View.

ACCT 5100: Core Concepts in Accounting

This course covers accounting fundamentals related to both financial accounting and managerial accounting. Related to financial accounting, the course includes an introduction to the concepts, principles, and procedures pertaining to the preparation, analysis, and interpretation of income statement, retained earnings statement, balance sheet, and cash flows statement for service and merchandising companies with introduction to the measurement of inventory, receivables, liabilities, long-term assets, and stockholders equity. Managers need accounting information for planning, controlling, and effective utilization of the resources available to the company. Related to managerial accounting, the course includes an introduction to the concepts, techniques, and procedures pertaining to the preparation, analysis, and interpretation of accounting information for use by managers for planning, control, and other business decisions with emphasis on product costing, cost analysis, cost volume profit analysis, budgeting, standard costing, performance measurement, relevant costs for non-routine decisions, and analysis of financial statements.

ACCT 5110: Adv Manage Cost Acct for Exec

ACCT-3110*

This course is a continuation of ACCT 3110 - Managerial Cost Accounting, with emphasis on the advanced and emerging issues pertaining to the nature, objectivism and procedures of cost analysis and control; theories of cost allocation; and uses of accounting information for decision making.

ACCT 5250: Advanced Topics in Taxation

ACCT-3250*

An introduction to the study of taxation for business entities. This course focuses on federal tax laws and regulations, as they pertain to business entities. Tax forms and software are used to determine the appropriate taxes for various cases. Primary emphasis is on C and S corporations and partnerships. The course includes the basic analysis of planning and complaince of most forms of corporate and partnership organization, operations, mergers and dissolutions. Tax strategies and implications for business decision-making and financial planning are analyzed. Professional ethics involving tax practices are emphasized.

ACCT 5352: Adv Fin Acct & Inter. Issues

ACCT-3352*

A continuation of ACCT 3352 - Intermediate Financial Accounting II with emphasis on financial reporting topics encountered in current practice. The theory of the firm is explored relative to investing and financing accountability and other issues of business combination and divestiture. Special purpose and variable interest entities and their related reporting and disclosure impact are stressed. Also emphasized are topics related to partnership formation and operation, termination, and liquidation. In addition the course covers accounting aspects related to legal reorganizations and liquidations, accounting for estates and trusts, segment and interim reporting, and the role of the Securities and Exchange Commission in financial reporting. Selected topics in international accounting are introduced. Practice applications with integrated financial, managerial, and income tax accounting cases may be included.

ACCT 5370: Commercial law for Accountants

This course is designed to help preparing students for their professional careers by familiarizing them with aspects of the law that are directly relevant to the practice of accounting. These topics are not only at work every day in business but are also tested on professional examinations such as the Uniform Certified Public Accounting (CPA) Exam. Specific topics include, but are not limited to, business organizations (including the law of corporations, partnerships, and limited liability companies), sales, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and the legal liability of accountants. The course will be taught through a mixture of lectures and class discussions.

ACCT 5440: Govt & Non-Profit for Execs

ACCT-3351*

This course covers financial and managerial accounting and reporting for federal, state, and local governments, and non-governmental non-profit organizations such as hospitals and universities. Accounting information systems concepts and auditing of these organizations are also included.

ACCT 5470: Forensic & Investigative Acct

ACCT-3351*

This course provides an overview of forensic and investigative accounting. Includes an understanding of the nature and development of forensic accounting, fraudulent financial reporting, employee fraud, and how to detect and prevent these accounting crimes. The course will also cover coutroom procedures, litigation management and support, cybercrime management, and business valuations. Included in course discussion are indirect methods of reconstructuring income, money laundering, computation of economic damages, and forensic accounting in action.

ACCT 5900: Accounting Research/Internship
Students may use this course to identify and research issues in accounting. Developing the students' professional written communication skills would be an important component of this course. In the alternative, students may participate in professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students would gain relevant practical experience which would build on prior coursework and provide an experiential knowledge base for their remaining graduate coursework. Students may take this course only once during the MBA Program. Program of study and student supervision must be approved by the Director of the MBA Program (Supervisor must be a Graduate Faculty member.)

ACCT 6100: Acct.-Managerial Decision Maki
This course emphasizes the use of accounting information to enhance the decision-making skills of managers. Concepts include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. In addition, students will learn to read, understand and analyze Financial Statements (including Consolidated Financial Statements). Case readings will enhance students' critical thinking, problem solving, communication skills, and awareness of unethical financial reporting cases.

Archival Studies (ARST)
ARST 5000: Princ. & Practices in Archives
This course provides a modern overview of archives and records administration. It provides an introduction to the fundamental functions of archival work including inventory, classification, appraisal, disposition, acquisition, arrangement, description, preservation, security, privacy and legal responsibilities, and professional ethics. Although the course will cover traditional record media as the basis for understanding the development of the archival profession, the primary emphasis will be upon contemporary records and the use of technology for creation, preservation, and use of archival records.

ARST 5100: Archives & Technology
This course provides an exploration of the increasing role that technology plays in the core functions that comprise archival work, including acquisition, appraisal, accessioning, arrangement and description, digital preservation, reference services, and records management. Students will learn the fundamentals of how archivists utilize technology in their work and how changing technologies impact archival work. The course emphasizes contemporary electronic media formats and changing information technologies. Students will begin to develop the skills necessary to evaluate, utilize, and develop access systems and identify and apply appropriate technological solutions. The technology component of the course will cover high level web development and database concepts and applications of database processing including file organization and data structures. The course emphasizes basic web and database design using verious modeling techniques. Students will design, create, and process a database to demonstrate competency in the technology component of the course.

ARST 5110: Archives and the Web
ARST-5000* And ARST-5100*
The focus of this course is on the role and potential of the World Wide Web as a medium for communicating information on archival institutions, programs and services, making finding aids and archival descriptive systems available to users, providing online access to digital and/or digitized records and documents, and promoting among the general public a broad awareness of the importance of archives in contemporary societies. The importance of the WWW as a source of information and knowledge for archivists will be enlightened as well. Through lectures, presentations on specific topics and analysis of archival web sites, students will gain insight into relevant issues arising from the nature and characteristics of the Web. In addition, students will learn how to make correct and fruitful use of the Web in archival work. Issues and techniques related to the planning, production, and management of large World Wide Web sites will be discussed and students will gain information and experience in organization and design as well as hardware and software development tools.

ARST 5150: Preservation, Archival Records
(ARST-5000* Or ARST-5500*)
This course will provide an overview of the considerations, priorities, and methods that professionals use in preserving archival materials in all formats. It will introduce the principles and ethics of professional conservators, key concepts, nature of the deterioration processes, environmental threats, security, and disaster preparedness, reformating, storage and handling, evaluation of treatment, and the preservation management plans.

ARST 5170: Reference, Access and Outreach
ARST-5000*
This course instructs studnets in the methods for providing effective customer service for users of archives; ensuring the security of archival material during use; and documenting research use; and researcher education. Students will learn about the importance of promoting an archival program within their organization and to outside constituencies, and the ways in which archival records are used for research. Other topics will include issues concerning the administration of access, copyright, privacy, confidentiality, donor-imposed restrictions, and open records laws. Students will become proficient in the use of reference and access tools in both electronic and print format as well as skills such as visual imaging that are important to making archival records available via the Internet.

ARST 5200: Arrang & Desc of Archival Mat
ARST-5000*
This course provides an in-depth and applied study of the intellectual and physical organization of archival material in all media and formats. Topics include principles and methods underlying arrangement of archival materails as well as principles and description of archival records acording to standards adopted by the archival community.

ARST 5250: Digital Curation, Preservation
ARST-5100
An in-depth analysis and practical application of system requirements and tools available to support traditional archival functions in the context of an Open Archival Information System. Includes managerial perspectives relating both to evaluation of functionality, licensing, and costs and to implementation, including requests for proposal, development, and collaboration with IT staff. Examination of specific tools to support digital repositories and content management systems, digital forensics, migration, emulation and virtualization, archives management, and data analysis.

ARST 5300: Digital Preservation
(ARST-5000* Or ARST-5100* Or ARST-5500*)
This course will build on the introduction to electronic records presented in preceding courses and will address the particular challenges of digital materials associated with each of the archival domains. It will address media longevity, hardware and software obsolescence, authenticity and integrity of digital materials, and preservation and security. The course will emphasize the Open Archival Information System Reference Model (OAIS) and the Trusted Repository Audit and Certification (TRAC). Students will be able to apply current best practices to manage collections of digital records.

ARST 5400: Records Management
ARST-5000* Or ARST-5100*
This course will teach the knowledge that archivists need to know in order to evaluate current recordkeeping practices as the basis for managing the records of contemporary organizations. It will provide an understanding of the traditional theory, mehtods, and practics of records management. This course incorporates the principles and theory necessary for the management and preservation of digital recors using national and international standards.

ARST 5500: Archiv Appraisal/Select/Eval
ARST-5000*
This course provides a framework for understanding appraisal theory and how it is important in archival work. Students will learn the methods and procedures that archivists use to identify, evaluate, acquire, authenticate, and dispose of records in all formats. Review of frameworks that archivists have used to guide appraisal work will enable students to make informed professional decisions concerning the selection and acquisition of archival material. Issues of collection development policies, ownership and intellectual rights will also be addressed.

ARST 6610: Law, Ethics and Archives
(ARST-5000* Or ARST-5500*)
This course examines legal and ethical issues that arise in as a result of laws, regulations, rules, and cultural practices. Students will be able to describe the legal basis of access to records, of rights of privacy and publicity, and of use of records in legal proceedings. Students will be able to explain intellectual property rights, including copyrights and cultural property rights. Students will be able to explain professional expectations for ethical conduct and the core values of the archival profession.

ARST 6620: Managing Archives
ARST-5000* Or ARST-5500*
This course provides introduction to general management principles and practices intended for archivists working in all types of organizations. Topics include planning, budgeting, organizational theory, staffing, leadership, organizational change, and decision making.

ARST 6800: Research Methods
(ARST-5000* Or ARST-5500*)
This course will describe how research is integral to the archival profession. Students will learn the fundamental principles and practices of humanities and social science research, including historical interpretations, qualitative and quantitative methods, the analysis and evaluation of data from a variety of sources, and making appropriate conclusions. Students will be able to evaluate archival operations from the perspective of researchers. This course is a prerequisite for Internship/Directed Research and Thesis courses.

ARST 6900: Internship/Directed Study
This course consists of practical experience and the observation of the professional work of others. It takes place in a recognized archival repository under the supervision of a senior archivist. This course offers experience of basic archival functions and is designed to test, in a practical setting, the knowledge acquired by the student in course work as well as to provide insight into the basic functions and activities performed by archivists and/or records personnel. Work hours and credit vary. For 3 credits, students are expected to work 14-20 hours per week, for a minmum of 200 hours per semester. For 6 credits, students must work 25-40 hours per week, for a minimum of 400 hours per semester. A maximum of six credit hours of Internship/Directed Study count toward the MAS.

ARST 6901: Archives Internship
ARST-5000
Practical experience and the observation of the professional work of others in a recognized archival repository under the supervision of an experienced archivist. Students apply the knowledge acquired in course work, as well as gain insight into the basic functions and activities performed by archivists or records personnel.

ARST 6902: Applied Archives Experience
ARST-5000
Supervised, practical experience in an archives and in an online environment, coupled with classroom discussion and exercises. Students apply the knowledge acquired in course work, as well as gain insight into the basic functions and activities performed by archivists or records personnel.

ARST 6910: Directed Research
ARST-5000
Provides students with an opportunity to investigate some aspect of archives in depth, under the guidance of a faculty member, resulting in a defined project or research paper.

ARST 6950: Archives Capstone
ARST-5000

Students demonstrate their mastery of archival knowledge and practical skills through a series of reports, oral interviews, and demonstration projects, concluding with a comprehensive written exam.

Art (ART)
ART 5000: Great Works in Art History
A survey of the high points of art history which examines aesthetic, historical, cultural, psychological, and other issues relating to art history, from various critical perspectives. The course will examine great works of art, ranging from the highlights of ancient Egypt and Mesopotamia to the classical era, on to the Renaissance, and beyond to more modern masterpieces.

Biology (BIOL)
BIOL 5380: Advanced Evolutionary Biology
(BIOL-1107* And BIOL-1107L* And BIOL-1108* And BIOL-1108L* And BIOL-3200* And BIOL-3201* And BIOL-3380* And BIOL-3500*)
This course is an advanced study of evolutionary biology including discussions of topics from recent primary literature. The course will help students develope an understanding of the current state of research in the field as well as its applications in areas of conservation biology medicine, and agriculture.

BIOL 5400: Science and Society
This course will focus on the influence of science on society from a historical and modern perspective. Exploration of societal issues and informed decision-making will be emphasized.

BIOL 5620: Microbial Ecology
(BIOL-3250* Or BIOL-3200* Or CHEM-4202*)
This course emphasizes the roles of microorganisms in ecosystmes, including, microbial physiology, nutrient cycles, methods of microbial analysis, and the functional roles of microorganisms. Laboratory component is integrated within this course.

BIOL 5640: Adv. Cell & Molecular Biology
BIOL-3200*
This course will cover selected topics in cellular biology and study them from an experimental approach. Students will read literature, participate in discussions and/or write papers, grant proposals and give presentations.
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and study them from an experimental approach.
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and/or write papers, grant proposals and give presentations.

BIOL 5700: Special Topics in Biology
(BIOL-1107* And BIOL-1107L* And BIOL-1108* And BIOL-1108L* And BIOL-3200* And BIOL-3201* And BIOL-3380* And BIOL-3500*)
Selected advanced topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty. Course may be repeated for credit if topcs are different.

BIOL 5820: Conservation Biology
This course will explore the fundamentals and theory behind conservation biology. Threats to biodiversity and approaches to conserving and restoring biodiversity will be explored.

BIOL 5840: Plant Ecology
(BIOL-2500* And BIOL-3500*)
Plant Ecology will explore the interactions between plants and their environment, between individuals within the same species and various species of plants, and bewteen plants and other species. The effects of anthropogenic influences on plants, as well as Piedmont ecology, will also be investigated.

BIOL 5901: Methods Teach Sec Bio
This course will explore theory and pedagogy of secondary biology instruction with a focus on teaching methods across varied topics. Appropriate integration of technology into science teaching and learning will be emphasized. This course is cross listed as SCI 4901.

BIOL 6222: Research in Bio Sciences
(BIOL-1107* And BIOL-1107L* And BIOL-1108* And BIOL-1108L* And BIOL-3200* And BIOL-3201* And BIOL-3380* And BIOL-3500*)
Research experience for students in Biology. Specific research topics will be determined by the student in consultation with major advisor. Course may be repeated for credit.

Business Foundations (BUSA)
BUSA 5000: Fnds. of Quantitative Methods
This is a 10-12 hour online program designed to give students an introduction to fundamental quality management quantitative analysis techniques and an understanding of how those techniques can apply in business. Students will be introduced to statistical performance measures in business, financial applications, and supply and demand analysis. Students will be reuqired to validate their understanding of the concepts and topics.

BUSA 5100: Core Concepts Quatn Methods
This course includes an overview of fundamental analytical techniques and how they apply in business. It includes examples on contribution margin, portfolio analysis, and sales volume mix. The course also reviews the basic concepts and techniques in Statistics. Some of the topics covered include: defining statistics; collecting, organizing, handling, displaying, describing and interpreting data; measures of central tendency and variation (measures of location and dispersion); probability theory; discrete and continuous probability distributions; the Central Limit Theorem and sampling; confidence intervals; hypothesis testing; and regression analysis.

BUSA 6100: Decision Making-Uncertainty
This experiential learning, project based course employs quantitative statistical methods as analytical tools to understand and solve managment issues for business decision making. There is extensive use of applied business scenarios to illustrate concepts and computer software for data analysis. The successful student will complete this course with the ability to effectively evaluate and interpret statistical results and provide managerial recommendations based on findings. In addition to heavy

analytical skills, the successful student will have gained project, client and data management skills to make decisions under uncertainty.

BUSA 6101: Inter. Business & Global Logi.
The course is divided into two parts. The first part provides an intensive study of the changing economic, political, cultural and ethical environment in which organizations compete, both traditionally and digitally. The second part of the course provides an overview of the concepts and substance of trade, transportation, and logistics. This deals with management of physical, documentation, and information flows within supply chains, including purchasing, distribution, intermodal transportation, and regulations.

BUSA 6102: Research Project
A research project may be substituted in lieu of one of the core courses, with the exception of the Seminar and Strategic Management course. Permission of the MBA Director and the advising faculty is required.

Criminology (CRJU)

CRJU 5000: Principles of Justice
Overview of the U.S. criminal justice system, its fundamental components, and the interrelationships among crime, law, police, courts, and corrections.

CRJU 5001: Professional Communication
This course provides new graduate students with an introduction to effective communication strategies. Topics include oral and written communication, critical thinking, program standards, time management, tools for teamwork and collaborative learning, and use of electronic media in professional presentations.

CRJU 5010: Crime int the US
The study of the scope, nature, social characteristics, and distribution of crime in the United States, and the impact of crime trends. Attention will be paid to both street and white collar crimes, policy responses to various crime events, and the ways in which crime in America compares to that of other western nations.

CRJU 5040: Police, Courts, and Correction
An analysis of the criminal justice systems police, courts and corrections in selected western nations and a study of the functional relations among these key components of the criminal justice system.

CRJU 6050: Advanced Criminological Theory
This course offers an advanced study of criminology theory and an intensive overview of the major perspectives regarding the etiology of crime. A range of theoretical perspectives from the classical

period through the present will be discussed. This course will also explore interrelationships among various theories and the impact that specific criiminological theories have on public policy.

CRJU 6060: Ethical & Legal Issues in CRJU
Philosophical theories underlying ethics and how they relate to the various components of the criminal justice system, modern criminal justice codes of ethics, and professional standards.

CRJU 6150: Race, Class, and Crime
An examination of the various aspects of race and class in the American criminal justice system, and the roles these statuses play in victimization, rates of offending, corrections, and in the administration of justice. Focus will also be placed upon classical and contemporary sociological and criminological theories and the various dimensions and consequences of stratification.

CRJU 6410: White Collar and Corp. Crime
This course examines the illegal behavior of individuals who commit crimes in the course of their employment. Special attention will be paid to the definition, detection, prosecution, sentencing and aggregate impact of white collar and organized crime.

Economics (ECON)
ECON 6100: Managerial Economics
Managerial Economics is the application of economic theory and methodology to managerial decision making problems within various organizational settings. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, forecasting and decision-making under uncertainty. Students taking this course are expected to have had a good understanding of Principles of Microeconomics.

Education (EDUC)
EDUC 5100: Social & Cultural Awareness
An examination of multicultural and social concerns that influence the teaching and learning process. Study current issues and trends impacting American public schools as related to preparing pre-service teachers to teach diverse learners in a cross-cultural society. Technology will be used to perform word processing, Internet research, software reviews and electronic portfolio assignments. Prerequisite: Admission to M.A.T. program.

EDUC 5101: Exceptionalities/Cognitive Dev
A survey of basic characteristics and educational needs of learners with physical, emotional, intellectual disabilities. Additional study will concentrate on the cognitive and learning developmental aspects of teaching adolescents and young adults with a variety of abilities and disabilities. Course will focus on learning theories and models used in education. Technology will be used to conduct word processing, Internet research, software reviews and electronic portfolio assignments. Pre- requisite: Admission to M.A.T. program.

EDUC 5102: MAT Practicum
EDUC-5100* And EDUC-5200*
This course will be the fall semester portion of the field experiences for this program. It is designed for candidates to observe and participate in experiential learning in public school classrooms where diverse groups of adolescents are engaged in the teaching and learning process. The practicum expereinces will allow candidates to observe, reflect and/or work with learners based on topics presented in EDUC 5100-5101. Candidates will be required to spend approximately ten hours per week in the field and must have proof of liability insurance to partipciate in the course.

EDUC 5200: Curriculum & Instruction
This course is designed to teach candidates the theory and best practices for developing and delivering instruction in high school settings. Focus will be on instructional strategies, motivational and classroom management techniques, pedagogical knowledge, skills and dispositions for effective teaching and learning, and the construction and administration of learning assessment instruments. Technology will be used to perform word processing, Internet research, software reviews and electronic portfolio assignments. Pre-requisite: Admission to M.A.T. program.

EDUC 5201: Practicum II
EDUC-5102* And EDUC-5200*
This course is the Fall Semester portion of the field experiences for the program. It is designed for candidates to observe and participate in experiential learning in public school classrooms, before- or after- school programs, youth centers, or similar situations where diverse groups of adolescents are engaged in the teaching and learning process. The practicum experiences will allow candidates to observe, reflect and/or work with learners based on topics presented in EDUC 5200 and in content courses. Candidates will be required to spend approximately ten hours per week in the field and must have proof of liability insurance to participate in the course.

EDUC 5300: Internship Seminar
EDUC-5301*
This seminar is designed to discuss common issues, concerns and successes that candidates are having as teaching interns. Some topics will include developing curriculum and instruction for diverse and special needs learners, designing and implementing thematic units using Georgia Performance Standards (GPS), using classroom management techniques, developing and using data from student assessments, interpreting standardized testing data, using instructional technology to facilitate student learning, and recognizing legal, ethical, and professional responsibilities. Technology will be used to perform word processing, Internet research, software review, and electronic portfolio assignments.

EDUC 5301: Secondary School Internship
EDUC-5300*
This course is a clinical experience in high school settings for teaching the major concentration during the Spring semester. Candidates will be responsible for two weeks of observations and reflections before eight weeks of taking full-time responsibility for classroom instruction, and end with two final weeks of observations and reflections. School-based mentor teachers will work with interns in meeting program outcomes through teaching assignments. University field supervisors will observe and assess performance. Candidates must have proof of liability insurance to participate in course.

EDUC 5400: Action Research
EDUC-5300* And EDUC-5301*
This hybrid online course is part two of a two-part course in which teacher candidates develop and implement an action research project based on research, coursework, practica, and clinical experience. Here, candidates will study qualitative and quantitative research methos, practice data collection, expore the influence of researcher positionally, study research ethics and institutional review boards, and write a proposal describing their intended research project.

EDUC 5701: Characteristics Gifted Learner
This course is an introduction to the characteristics, development and needs of the gifted learner. Here, candidates will explore, the unique academic, cultural, social, and emotional challenges that gifted students and their teachers face; and, theories, research, and practice concerned with recognizing and developing the gifts and talents of children from diverse cultural backgrounds. The course requirements include presentations on special gifted populations and the completion of literature reviews. Also included is a history of gifted education. Students will be required to partake in field experiences.

EDUC 5800: Special Topics in Education
This course will involve a detailed examination of selected topics in the field of education. The course may be repeated when new topics are addressed.

EDUC 6000: Philosophy/Social Foundations
This course involves an examination of the definition of philosophy of education and analysis of the relationships between theory and practice and theory and philosophy. Special attention will be focused on the implications of idealism, realism, experimentalism, existentialism and postmodernism for educational goals, curriculum, and instruction.

EDUC 6010: Leading the Way in Diverse Sch
This is a reading, discussion, and practice intense course designed to help future teacher leaders develop leadership skills and techniques towards promoting diversity and ensuring that their school's curriculum appropriately addresses social concerns, culture, and children from diverse backgrounds. This course will focus on leadership amid the immense complexities of race and social class, institutional politics, and personal philosophy/ideology in school organizations.

EDUC 6020: Education Policy, Law, Justice
This course reviews significant educational laws, court cases and policies that effect teaching and learning in today's schools. This course will identify ethical issues that may affect the teacher leader and help a teacher leader understand the educational policy and policy formation. Additionally, the course will help teacher leaders identify ways that they can use these laws and policies to help create a more equitable educational system, school and classroom.

EDUC 6030: Instructional Supervision
This course is designed to help teacher leaders understand the best ways to supervise, instruct and develop professionals in schools. The course will examine how to supervise the implementation of the curriculum, cultivate interpersonal skills and create a culture that is amenable to change, diversity and

community. The instructional supervision course will also teach teachers some of the technical skills of supervision, which will help them in the tasks of observing, assessing, evaluating, aiding and developing their peers.

EDUC 6040: Educational Measurement
This course includes basic measurement concepts, role of measurement in education, construction of teacher-made tests and other classroom assessments, fundamental descriptive statistics for use in test interpretation and interpretation of standardized test score reports.

EDUC 6050: Mentoring & Dev'l School Cult.
This course includes methodology of mentoring and coaching for impact on school culture. Students will develop tools and strategies for mentoring student teachers and new teachers as well as design professional development presentations.

EDUC 6060: Leadership and Technology
The purpose of this course is to explore the theories and models of innovation diffusion and current approaches to education reform, focusing on the integration of technology into curriculum, pedagogy and school management. Students will explore concepts and strategies necessary for making decisions in regard to technology and learning.

EDUC 6070: Literacy and Leadership
Literacy and Leadership will help Teacher Leadership candidates better prepare for the literacy focus in the Common Core State Standards. The Common Core is focused on literacy across the curriculum and all teachers must prepare to teach literacy in their classes. This course will prepare teacher leaders to: look for literacy in the classroom, determine a school's literacy needs and become literacy coaches for professionals in their schools.

EDUC 6995: Methods of Research in EDUC
The course is an introduction to education research with a focus on exploring diversity and social justice within an educational context. We will explore research rigor, research project design, theoretical foundations of the various data collection and analysis traditions, assessment and evaluation principles.

EDUC 6999: Education Thesis Preparation
EDUC-6995*
Thesis preparation while enrolled for a master's degree in Education under the direction of faculty members in the Department of Teacher Education. The candidate works under the direction and advice of a thesis director to produce the thesis.

English (ENGL)
ENGL 5000: Great Books
A course exploring the concept of "Great Books," including history and definition of the concepts both of "book" and of "greatness." Many texts (fiction and nonfiction, as poetic) will be read closely in probing these definitions. The texts will range globally, from the earliest examples of of writing (including pre-literate, oral traditions) through the present. Texts will be read in English translation necessary. Both

canonic writers (e.g., Homer, Mary Shelley) and writers outside conventional definitions of the canon will be considered.

ENGL 5020: Methods of Teaching English I
Methods of Teaching English I: Teaching Literary Genres. This course prepares teacher candidates to become effective teachers of literature at the secondary level. Students will explore the methods and literary texts vital to a secondary school curriculum in Language Arts. Students will also develop teaching materials appropriate for use in the high school classroom.

ENGL 5030: Methods of Teaching English II
Methods of Teaching English II: Principles of Writing Instruction. This course prepares teacher candidates to become effective teachers of writing at the secondary level. Students will explore the theory and methods of teaching writing vital to a secondary school curriculum in language arts. With emphasis on writing process and studies of language, candidates will develop teaching materials appropriate for use in the high school classroom.

ENGL 5100: Literary Theory
A course focusing on different schools and trends in literary criticism of the twentieth century, including Russian Formalism, New Criticism, Structuralism, Deconstruction, Reader-Response criticism, Psycho-analytic Theory, Marxist criticism, New Historicism, Feminist literary criticism, Cultural Studies, and Post-colonial Studies.

ENGL 5114: Lit of the Adolescent Experien
This course emphasizes thematic connections between contemporary adolescent literature and traditional literature from various literary perspectives. Course topics for study will include application of literary theory representation of adolescence in diverse cultural contexts, and connections to middle and secondary English classrooms. This course is recommended for English majors in the teaching certification program.

ENGL 5120: 19th Century Amer Lit&Culture
A graduate-level survey of early modern English literature and literary culture, ca. 1500-1700. Typical areas of emphasis will include significant literary movements within the era, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

ENGL 5130: Studies in Southern Lit.
An expansive course focusing on the major movements, issues, or themes in the study of nineteenth and twentieth century Southern American literature. Topics may include nineteenth century slave narratives, the Southern Renaissance, Southern fiction since 1945, Civil Rights literature, poetry, and/or major authors.

ENGL 5140: 20th Century Amer Lit&Culture
A course focusing on the major movements, issues, or themes in the study of the African American Novel from the 19th, 20th and 21st centuries. Topics may include but are not limited to modernism, postmodernism, slave narrative, neo-slave narrative, the blues novel, and other literary movements

such as The Harlem Renaissance, The Black Arts Movement, The New Black Aesthetic, and/or major authors.

ENGL 5150: Studies in Shakespeare
A graduate-level survey of Shakespeare?s dramatic works before and after 1600, with primary emphasis on the major comedies and tragedies and some attention to the histories, problem plays, and romances. Course content will include some attention to research methods and critical theory in the context of Shakespeare studies.

ENGL 5210: Studies in Renaissance Lit.
A graduate-level survey of early modern English literature and literary culture, ca. 1500-1700. Typical areas of emphasis will include significant literary movements within the era, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

ENGL 5250: 19th Century British Lit
A graduate-level survey of nineteenth century British literature and literary culture, ca. 1780-1900. Typical areas of emphasis will include significant literary movements within the era, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

ENGL 5260: 20th/21st Century British Lit
A course focusing on the major movements, issues, or themes in the study of British fiction from the 20th and 21st centuries. Topics may include but are not limited to modernism, postmodernism, war literature, literature between the wars, minor literary movements (such as Angry Young Men, The Movement, Poets of the Apocalypse), and/or major authors.

ENGL 5300: Literature by American Women
A study of traditions in American women?s writing. The course may cover a wide range of texts or focus on a single theme, genre, period, literary movement, or cultural tradition.

ENGL 5350: Gender & Sexuality in Amer Lit
A variable topics course, focusing on one or more the major issues, movements, forms, or themes in the study of gender and sexuality in American literature and culture. Topics may include masculinity and femininity in literature, feminism and womanism, and traditions of gay and lesbian self-representation.

ENGL 5400: African American Lit & Culture
A course focusing on the major movements, issues, or themes in the study of African American literature and culture from the 18th, 19th, 20th and 21st centuries. Topics may include but are not limited to modernism, postmodernism, African American womanism, Africana womanism, and other literary movements such as The Harlem Renaissance, The Black Arts Movement, The New Black Aesthetic, and/or major authors.

ENGL 5410: The African American Novel

A course focusing on the major movements, issues, or themes in the study of the African American Novel from the 19th, 20th and 21st centuries. Topics may include but are not limited to modernism, postmodernism, slave narrative, neo-slave narrative, the blues novel, and other literary movements such as The Harlem Renaissance, The Black Arts Movement, The New Black Aesthetic, and/or major authors.

ENGL 5450: Race & Ethnicity in Amer Lit

An expansive course focusing on the major movements, issues, or themes in the study of race and ethnicity in American literature and culture. Topics may include African American literature, post-war Jewish fiction, Native American literature, whiteness studies, Chicano- Latino literature, Asian American literature, literature and racism, double consciousness, migration narratives, and comparative studies of racial and ethnic experience.

ENGL 5600: Composition Theory

This course is designed as an introduction to composition theory. It is designed for graduate students who wish to prepare for teaching in secondary and college educational settings and for those who wish to know more about composing theories and applications. Students will be introduced to bibliographical resources and research problems in composition; the interdisciplinary nature of college English teaching; the major texts and professional journals in rhetoric and composition studies; influential authors, teachers, leaders in the field; the historyof writing instruction; the relationships between composition studies and literature/rhetoric/literary theory; writing across the curriculum; basic writing; computers and composition; pedagogical matters; and social, political, and cultural issues that shape the field.

ENGL 5620: Postcolonial Theory & Lit

A study of postcolonial literary theory and literature. Texts written in English from a variety of formerly colonized regions will be studied; including, but not limited to, Africa, the Caribbean, South and Southeast Asia, Ireland, Australia and New Zealand. The focus will be on such topics as imperialism, race, gender, ethnicity, nation, language, and representation.

ENGL 5700: Response to Writing

An introduction to one-on-one writing instruction (both online and face-to-face), classroom based writing consultancy, and theories that guide these practices. Students will write many kinds of documents, including essays about tutoring and consulting, and they will apply what they have learned in peer review situations. Additional readings readings will cover the history, theory, and practice of peer tutoring and its role in composition studies scholarship.

ENGL 5710: Contemporary American Poetry

A study of post-1960 American poetry focusing upon the poets who represent major developments in traditional and non-traditional poetics along with a consideration of the styles, trends, and influences that inform contemporary American poetry.

ENGL 5720: Contemporary American Fiction

This course examines the major movements, issues and themes in the study of contemporary American fiction. Topics may include Postmodernism; individual identity; race, class, and gender; dualism and pluralism; magic realism, and/or major authors.

ENGL 5730: Modern Drama
A detailed study of selected English and American plays from 1900-1965, with attention to literary backgrounds and technical experimentation.

ENGL 5800: Special Topics in Lit
A graduate-level seminar on special topics important to professional, postgraduate liberal studies. Typical areas of emphasis will include significant literary movements within a particular era of American, British or post- colonial cultures, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

ENGL 6300: Internship Teaching Col. Eng.
Practicum in teaching college writing and/or literature. English department faculty will work with interns as they develop and teach lessons in a college classroom. Participants may enroll for up to two semesters but must teach composition and literature if the course is repeated.

ENGL 6400: Directed Research in English
Individuals will develop their own research project and complete the research and writing by working with a graduate faculty member. Students will be guided in research methods and practical applications for academic writing and publishing.

ENGL 6995: Thesis Research
Research while enrolled for a master's degree in English under the direction of faculty members in the English Department. The candidate works under the direction and advice of a thesis director to produce a thesis research proposal including an in-depth review of literature.

ENGL 6999: Thesis Preparation
Thesis preparation while enrolled for a master's degree in English under the direction of faculty members in English Department. The candidate works under the direction and advice of a thesis director to produce the thesis.

Finance (FINA)

FINA 5000: Foundations of Finance
This is an online introductory course in corporate finance. Topics covered in this course include: valuation of risk-free cash flows; valuation of bonds and stocks; capital budgeting; risk and return; and cost of capital. Course material consists of a textbook, homework problems, and instructor handouts.

FINA 6100: Finance
This course will apply tools, techniques and theories of finance to actual business and investment decisions with consideration to ethical issues. Students will apply tools and techniques to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, and understand the relationship between capital structure, risk, and the cost of capital. A variety of pedagogical vehicles will be used including problem solving, case studies, lectures, and projects.

Health Care Management (HCMG)
HCMG 5010: Healthcare Statistics
This course will introduce graduate students to the theory, application and use of computer based statistics. Applications include the use of a standard database that will assist students in the process of developing computer experiments using a statistical software package. The student's computer will be used extensively in this course and students are required to demonstrate proficiency in the use of WebCT, Word or email, as well as EXCEL and SPSS. This course will introduce graduate students to the theory, application and use of computer based statistics. Applications include the use of a standard database that will assist students in the process of developing computer experiments using a statistical software package. The student's computer will be used extensively in this course and students are required to demonstrate proficiency in the use of WebCT, Word or email, as well as EXCEL and SPSS.

HCMG 5020: Health Econometrics
This graduate course deals with the topic of health economics. This topic is significant in today's healthcare market. It will be essential to your success in this class that you keep up with the reading assignments and participate in the discussions. The primary goal is to provide both cognitive and affective knowledg, skills and potential abilities in health economics for health organizations. A working knowledge of health econometrics will be a major goal of this course to help prepare for a master's program.
This graduate course deals with the topic of health economics. This topic is significant in today's healthcare market. It will be essential to your success in this class that you keep up with the reading assignments and participate in the discussions. The primary goal is to provide both cognitive and affective knowledge, skills and potential abilities in health economics for health organizations. A working knowledge of health econometrics will be a major goal of this course to help prepare for a master's program.

HCMG 5030: Healthcare Accounting
This graduate course is designed to provide the opportunity for students to examine factors affecting the financing and accounting of health care. Current systems of financing health care are discussed along with budgetary concepts, financial management, cost accounting and ratios, and management under rate control and competition. The differences between goods and service industries are discussed. All students taking this course should have proficiency in Power Point, MicroSoft Word and access to email for communication purposes during the course. Also, students must have access to EXCEL for ratio analysis.
This graduate course is designed to provide the opportunity for students to examine factors affecting the financing and accounting of health care. Current systems of financing health care are discussed along with budgetary concepts, financial management, cost accounting and ratios, and management under rate control and competition. The differences between goods and service industries are discussed. All students taking this course should have proficiency in Power Point, MicroSoft Word and access to email for communication purposes during the course. Also, students must have access to EXCEL for ratio analysis.

HCMG 5100: Health Systems Administration

This course will provide administrative concepts and theories within United States health care systems. The history and evolution of the systems will be discussed and the current state of health care delivery will be analyzed. The political, legal, and financial issues that impact health care will be considered. The course will discuss and assess the different types of health care providers and their roles in the systems. This course will provide administrative concepts and theories within United States health care systems. The history and evolution of the systems will be discussed and the current state of health care delivery will be analyzed. The political, legal, and financial issues that impact health care will be considered. The course will discuss and assess the different types of health care providers and their roles in the systems.

HCMG 5200: Healthcare Law and Ethics
HCMG-5100* Or HCMG-5400*
This course emphasizes the past, current and potential future law issues in health care. An emphasis is placed on organizational and business law pertaining to healthcare delivery as well as social law and the framework of both civil and criminal courts. This course also presents the broad range of ethical domain and issues that arise in health care delivery. Students will be required to critically evaluate regulations, alws, and practices that influence health care delivery.
This course emphasizes the past, current and potential future law issues in health care. An emphasis is placed on organizational and business law pertaining to healthcare delivery as well as social law and the framework of both civil and criminal courts. This course also presents the broad range of ethical domain and issues that arise in health care delivery. Students will be required to critically evaluate regulations,laws,and practices that influence health care delivery.

HCMG 5300: Human Resource Mgmt-Hlth. Care
The emphasis in this course will be on the understanding of the vital nature of human resources in health care delivery. This course will focus not only on recruitment, selection, and training issues, but also on how human resource management needs to be integrated into the strategic planning of the organization. Legal, ethical, and labor issues will be discussed, as well as the use of motivation and power.
The emphasis in this course will be on the understanding of the vital nature of human resources in health care delivery. This course will focus not only on recruitment, selection, and training issues, but also on how human resource management needs to be integrated into the strategic planning of the organization. Legal, ethical, and labor issues will be discussed, as well as the use of motivation and power.

HCMG 5400: Organ. Behavior in Health Care
The current trends in health care organizations and organizational development will be discussed and analyzed in this course. This discussion will consider the dramatic changes that have occurred in health care delivery over the last century. Particular attention will be given to health care marketing, the relationships between providers and organizations, health care outcomes, and quality.
The current trends in health care organizations and organizational development will be discussed and analyzed in this course. This discussion will consider the dramatic changes that have occurred in health care delivery over the last century. Particular attention will be given to health care marketing, the relationships between providers and organizations, health care outcomes, and quality.

HCMG 5500: Hlth. Econ. & Fin. Mgmt.

HCMG-5100* And HCMG-5200* And HCMG-5300* And HCMG-5400*

This course will examine the economic and financial issues that are unique to organizations in health care delivery. will include looking at the rules, regulations, policies, and procedures that affect the economic and financial management of health care. In addition, reimbursement issues will be discussed, as will the current and future considerations of paying for health care.

HCMG 5501: International Healthcare Issue

This course will compare health care systems in different countries and focus on differences and similarities. Attention will be given to systems that appear to work and how the tenets of these systems may be incorporated into the U.S. health care system.

This course will compare health care systems in different countries and focus on differences and similarities. Attention will be given to systems that appear to work and how the tenets of these systems may be incorporated into the U.S. health care system.

HCMG 5600: Health Care Marketing

HCMG-5100* And HCMG-5200* And HCMG-5300* And HCMG-5400*

The crucial issues of marketing in health care will be examined and discussed. The course will emphasize to whom and how health care should be marketed. Consumer behavior, market research, target marketing, and marketing to primary payers will be analyzed. The crucial issues of marketing in health care will be examined and discussed. The course will emphasize to whom and how health care should be marketed. Consumer behavior, market research, target marketing, and marketing to primary payers will be analyzed.

HCMG 5650: Public Health Organizations

This course will discuss the important interaction between public health and health care delivery. It will also consider expanding the role of public health to make health care delivery more holistic. It will also deal with the history, purpose, and strengths of the public health care system.

This course will discuss the important interaction between public health and health care delivery. It will also consider expanding the role of public health to make health care delivery more holistic. It will also deal with the history, purpose, and strengths of the public health care system; methods will be presented and used in multiple projects.

HCMG 5700: Research Statitics & Methods

HCMG-5100* And HCMG-5200* And HCMG-5300* And HCMG-5400*

This course will explore the theory, application, interpretation and use of statistical information in health care management and health services research. Students will also master the application of statistical data in the management of health care organizations, (e.g., financial data, patient statistical data and utilization information). Descriptive, correlation and multiple regression methods will be presented and used in multiple projects. This course will explore the theory, application, interpretation and use of statistical information in health care management and health services research. Students will also master the application of statistical data in the management of health care organizations, (e.g., financial data, patient statistical data and utilization information). Descriptive, correlation and multiple regression methods will be presented and used in multiple projects.

Pre-Requisites:

 HCMG 5100 with a minimum US grade of C

And HCMG 5200 with a minimum US grade of C
And HCMG 5300 with a minimum US grade of C
And HCMG 5400 with a minimum US grade of C

HCMG 5701: Long Term Care Administration
This course emphasizes the unique administration issues in long term care facilities. Students will explore the different milieus for both physically and cognitively impaired residents and the impact upon costs and reimbursement (e.g., RUGS). An emphasis will be placed on practicing for the NHA licensure exam and preparation for Administrator in Training (AIT) program requirements.
This course emphasizes the unique administration issues in long term care facilities. Students will explore the different milieus for both physically and cognitively impaired residents and the impact upon costs and reimbursement (e.g., RUGS). An emphasis will be placed on practicing for the NHA (NAB) licensure exam and preparation
for Administrator in Training (AIT) program requirements.

HCMG 5750: Hlthcare Regulatory Compliance
This course is intended to address the unique issues of regulatory compliance in the health care fields, including HIPAA, OIG, NHI, and FDA (GMP and GCP). This course is intended to address the unique issues of regulatory compliance in the health care fields, including HIPAA, OIG, NHI, and FDA (GMP and GCP).

HCMG 5850: Directed Study in Health Adm
Study arranged with an instructor allowing the student to select an area of interest to further enhance their knowledge, experience and options. Permission of the instructor and program director required.

HCMG 6000: Health, Finance & Economics
HCMG-5100* Or HCMG-5400*
This course will examine the financial and economic issues that are unique to organizations in health care delivery. It will include looking at the rules, regulations, policies, and procedures that affect the financial management of health care organizations. In addition, reinbursement issues will be discussed, as will the current and future economic considerations of paying for health care.
This course will examine the economic and financial issues that are unique to organizations in health care delivery including looking at the rules, regulations, policies, and procedures that affect the economic and financial management of health care organizations. In addition, budgeting and reinbursement issues will be discussed, as will the current and future economic considerations of paying for health care.

HCMG 6100: Information Mgmt.-Health Care
HCMG-5100*
This course will provide an understanding of the different information systems designed to improve health care delivery and their use in the management of health care organizations. Students will examine the current status of information systems within health care and also explore possible advanced uses of informational systems to monitor patient outcomes, financial stability and marketing information.
This course will provide an understanding of the different information systems designed to improve health care delivery and their use in the management of health care organizations. Students will

examine the current status of information systems within health care and also explore possible advanced uses of informational systems to monitor patient outcomes, financial stability and marketing information.

HCMG 6103: SAS Programming for Healthcare

In this course, students will learn how to use the Statistical Analysis System (SAS) to import health data from other systems, and to build health databases with SAS for improved health care analytics, planning, management, and decision making. The Area Health Resource Files (AHRF) from the US Department of Health Services Administration is a comprehensive collection of county, state, and national health data resources drawn from over 50 sources on healthcare professions, hospital and healthcare facilities, population, and environmental data, and the AHRF will be the used as the primary health data source in learning how to use SAS for programming in health informatics, health planning, and health decision making.

HCMG 6200: Strategic Plan.-Hlth.Care Org.

HCMG-5100*

This course will provide a discussion of the philosophy, models, and methods of how to effect strategic planning in health care delivery institutions. Additionally, the course will consider how strategic planning impacts on marketing and management decisions. This course will provide a discussion of the philosophy, models, and methods of how to effect strategic planning in health care delivery institutions. Additionally, the course will consider how strategic planning impacts on marketing and management decisions.

HCMG 6301: Health Care Marketing

The crucial issues of marketing in health care will be examined and discussed. The course will emphasize to whom and how health care should be marketed. Consumer behavior, market research, target marketing, and marketing to primary payers will be analyzed. The crucial issues of marketing in health care will be examined and discussed. The course will emphasize to whom and how health care should be marketed. Consumer behavior, market research, target marketing, and marketing to primary payers will be analyzed.

HCMG 6500: Managerial Epidemiology

HCMG-6100* And HCMG-6200*

The factors, determinants of health status and collection of pertinent data will be considered within a management frame- work. The student will examine how epidemiological data can be used to determine the impact of illness on populations, to develop programs or interventions to reduce prevalence of illness and to predict populations' health outcomes.

The factors, determinants of health status and collection of pertinent data will be considered within a management frame-work. The student will examine how epidemiological data can be used to determine the impact of illness on populations, to develop programs or interventions to reduce prevalence of illness and to predict populations' health outcomes.

HCMG 6650: Research Statistics and Method

This course will explore the theory, application, interpretation and use of statistical information in health care management and health services research. Students will also master the application of

statistical data in the management of health care organizations, (e.g., financial data, patient statistical data and utilization information). Descriptive, correlation and multiple regression methods will be presented and used in multiple projects.

This course will explore the theory, application, interpretation and use of statistical information in health care management and health services research. Students will also master the application of statistical data in the management of health care organizations, (e.g., financial data, patient statistical data and utilization information). Descriptive, correlation and multiple regression methods will be presented and used in multiple projects.

HCMG 6700: Health Care Policy
HCMG-6100* And HCMG-6200*
This course will consider current topics in health care policy. Additionally, it will deal with policy and management issues and their evolutions and implications to both domestic and international health care delivery systems.
This course will consider current topics in health care policy. Additionally, it will deal with policy and management issues and their evolutions and implications to both domestic and international health care delivery systems.

HCMG 6801: Healthcare Law
This course emphasizes the past, current and potential future law issues in health care. An emphasis is placed on organizational and business law pertaining to healthcare delivery as well as social law and the framework of both civil and criminal courts.

HCMG 6850: Adv Qlty Sys for Hlth Leaders
Provides an in-depth coverage of systems theory and tools for health care organizations as presented by Deming, Goldratt, Senge and of other organizational quality systems thinkers. The purpose of this course is to help the student understand the system and cultural changes necessary to transform a bureaucratic organization into a learning organization. Major emphasis is given to learning the use of the logical thinking tools necessary to accomplish such a complex task in a health services organization environment. Provides an in-depth coverage of systems theory and tools for health care organizations as presented by Deming, Goldratt, Senge and of other organizational quality systems thinkers. The purpose of this course is to help the student understand the system and cultural changes necessary to transform a bureaucratic organization into a learning organization. Major emphasis is given to learning the use of the logical thinking tools necessary to accomplish such a complex task in a health services organization environment.

HCMG 6900: Stratetic Mgmt of HC Orgs
(HCMG-5400* And HCMG-6000* And HCMG-6301*)
Strategic management concepts applied to healthcare organizations including a discussion of the philosophy, models, and mthods of how to effect strategic planning. Topics include mission and vision statement developement, external environmental assessment and determination of opportunities and threats, internal environmental analysis and determination of strenghts and weaknesses, linking strategy and budgets through business planning, establishing the culture for strategic leadership, and strategic control. Students complete and present a startegic plan for an actual health care organization.

This course will provide a discussion of the philosophy, models, and methods of how to effect strategic planning in health care delivery institutions. Additionally, the course will consider how strategic planning impacts on marketing and management decisions.

HCMG 6950: Independent Research in Health
Independent studies for pre-thesis work.
Independent studies to enhance student learning on chosen topics.

HCMG 6990: Health Admin. Internship
(HCMG-5100* And HCMG-5400*)
Students apply concepts and skills learned in the classroom to the practice of health care management. In the internship, students are expected to complete required hours of experience, including a project in a health care organization related to their career goals. Students may enroll in two subsequent semesters. Students apply concepts and skills learned in the classroom to the practice of health care management. In the internship, students are expected to complete required hours of experience, including a project in a health care organization related to their career goals. Students may enroll in two subsequent semesters.

HCMG 6999: Project/Thesis in Hlth Adm.
(HCMG-5400* And HCMG-6000* And HCMG-6650*)
This course is a faculty-guided project/thesis that addresses a significant problem or issue in health administration. The project is applied research that synthesizes knowledge and information regarding a management issue and develops, implements, and evaluates a management intervention/solution. The thesis is a theory based research process using primary or secondary data analysis. The project/thesis support the synthesis of knowledge and information from previous courses.
This course is a faculty-guided project/thesis that addresses a significant problem or issue in health administration. The project is applied research that synthesizes knowledge and information regarding a management issue and develops, implements, and evaluates a management intervention/solution. The thesis is a theory based research process using primary or secondary data analysis. The project/thesis support the synthesis of knowledge and information from previous courses.

HCMG 7000: H.C. Admin.Pract. Residency
HCMG-5100* And HCMG-5200* And HCMG-5300* And HCMG-5400* And HCMG-5500* And HCMG-5600* And HCMG-5700* And HCMG-5800* And HCMG-6100* And HCMG-6200* And HCMG-6300* And HCMG-6500* And HCMG-6600* And HCMG-6700* And HCMG-6800*
This course provides a residency experience in health care administration for students who require this exposure. Students will be given a structured health management program in an existing healthcare delivery system. This course provides a residency experience in health care administration for students who require this exposure.Students will be given a structured health management program in an existing healthcare delivery system.

HCMG 7001: Project/Thesis Completion
HCMG-6999*
Completion and defense of the project/thesis. Completion of the thesis and defends the thesis.

History (HIST)

HIST 5050: Historical Meth.&America Hist.
An introduction to the basic skills, problems, materials and methods employed by professional historians for research and writing, and a systematic examination of the divergent interpretations, controversies and major schools of American historical inquiry.

HIST 5100: African-American History
An examination of the formation of African-American cultural identity from the early national period to the present, with emphasis on major formative events: slavery, the early development of cultural institutions, the reconstruction of life after slavery, northern migration during the world wars, the civil rights and black power movements of the 1950s and 1960s, and urbanization and class structure in the 1980s and 1990s.

HIST 5120: Colonial American Hist to 1763
Colonial American History to 1763: A graduate seminar on Colonial American History with a focus on British North America. This course covers the colonization of North America through the end of the Seven Year's War. A variety of topics and perspectives will be examined.

HIST 5125: American Revolution 1763-1815
The American Revolution and the New Nation, 1763-1815: A graduate seminar on the American Revolution and Early National Period. This course covers important topics such as the coming of the Revolution, the politics of the Revolution and 1780's, the Constitutional movement, the rise of the First Party System, and the impact of the presidencies of Jefferson and Madison. A variety of perspectives will be examined.

HIST 5130: Antebellum America 1815-1865
Antebellum America and the Civil War, 1815-1865: A seminar on the antebellum period and the Civil War. The course covers important topics such as the coming of the Civil War, slavery, sectionalism, and the development of the American economy. A variety of perspectives will be examined.

HIST 5135: U.S. History from Reconstruct
U.S. History from Reconstruction to World War I: A Seminar on United States history from Reconstruction to World War I. The course covers important topics such as race relations during Reconstruction, constitutional issues during the late nineteenth century, American Industrialization, American imperialism, and the rise of the Populists and Progressives. A variety of perspectives will be examined.

HIST 5140: U.S. History from WWI to WWII
U.S. History from World War I through World War II: A seminar on United States history from World War I through World War II. The course will cover important topics such as mobilization of the United States for war, the Great Depression, the New Deal, American political and cultural trends, and American foreign policy. A variety of perspectives will examined.

HIST 5200: History of the American South

An in-depth look at the special contributions of he South to the evolution of the United States, and an analysis of the major themes of Southern History in the eighteenth, nineteenth, and twentieth centuries. Emphasis will be placed on understanding the role of ideas and values in the making of Southern history.

HIST 5400: Twentieth Century US History
An in-depth look at the special contributions of the South to the evolution of the United States, and an analysis of the major themes of Southern History in the eighteenth, nineteenth, and twentieth centuries. Emphasis will be placed on understanding the role of ideas and values in the making of Southern history.

HIST 5500: Twentieth Century World Hist.
An intensive investigation of the political, social and cultural developments of the twentieth century world. Topics to be discussed include the birth of the twentieth century, the emergence of global industrialization and imperialism, the worldwide depression, the first and second World Wars, the end of the European world order, the Cold War, postcolonial Africa and Asia, the demise of European communism, and the arrival of globalization.

HIST 5520: Themes in World History
Themes in World History from the Congress of Vienna to 1914: A seminar on global history during the nineteenth century. The course can be offered either as an in-depth approach to one specific topic during the nineteenth century or as a sweeping overview of major trends and movements in nineteenth century world history. Possible topics could be industrialization, imperialism cultural movements, and nationalism.

HIST 5530: Themes in 20th Century World
Themes in Twentieth Century World History: A seminar on a particular aspect of world history in the twentieth century. The topic will be chosen by the instructor.

HIST 5800: Modern American Pop Culture
An exploration of several institutional aspects of the vast, pervasive, complex, and fascinating phenomenon of American popular culture in the 20th century, in particular the rise of mass entertainment as a form of communication and community formation. Course readings will introduce students to the cultural history of comics, feature films, music, literature, radio, television and sports as commodities and as expressions of identity in a diverse nation.

HIST 5850: Directed Readings in History
A directed readings course on a special topic in history agreed upon by the student, instructor, and the MALS director. The course may be repeated once for credit as long as topics differ.

HIST 6950: Selected Topics in History
A graduate seminar on a special topic in history. The course can be offered as a regular term seminar course or as independent study. Topics will usually focus on American History. The course may be repeated for credit when topics vary. A graduate seminar on a special topic in history. The

course can be offered as a regular term seminar course or as independent study. Topics will usually focus on American History. The course may be repeated for credit when topics vary.

Health (HLTH)
HLTH 5900: Special Topics
This course focuses on the exploration of various health care topics and isues in the feild of health care.

(ITFN)
ITFN 5000: Int Database Design for Archiv
ARST-5000* Or ARST-5100*
This course will provide students with the knowledge and skills necessary to produce a well-designed database that enables the timely delivery of accurate information in a useful form. The student will learn how to identify information needs within an organization, specify user and organizational requirements, construct a conceptual model for databases, and transform the conceptualization into a relational data model. The student will also be able to normalize and instantiate the model into a database application.

Master Education (MAED)
MAED 6010: Teaching in Higher Education
This course is designed specifically for students who are interested in teaching in higher education upon completion of a Master's degree. Through course activities, you will learn how to increase learner engagement and comprehension through a variety of teaching techniques, technologies, and strategies. In addition, you will learn about the issues, principles, and practices associated with effective college teaching and how they can impact the design, teaching, and assessment process. Topics examined include: teaching philosophy, curriculum vitae, course syllabi, lesson planning/implementation and assessment of instruction.

MAED 6200: Theory & Research in Math Educ
Designed to enhance appreciation for and understanding of research methods and findings in mathematics education with emphasis on the application to the secondary or post-secondary learning environment. Students will develop a broad outlook on contemporary issues from both international and local perspectives by exploring, evaluating, and synthesizing various theories of mathematics teaching and learning.

MAED 6300: Int. in Teaching College Math

MAED 6400: Dir. Research in Math Ed.
MAED-6200*
Individuals will complete the research and writing on a project in consultation with a graduate faculty member. Students will be guided in research methods and practical applications for academic writing and publishing.

Liberal Studies (MALS)

MALS 5000: Intro. to Graduate Studies
Required of all students. Emphasis on library research, using libraries from all over the Atlanta area, internet research, and archival research. This course takes students from a variety of undergraduate disciplines and trains them to conduct research in the selected area of the graduate program.

MALS 5800: Selected Topics/Liberal Studie
Selected topics in liberal studies. May be repeated when topics vary.
Selected topics in liberal studies. May be repeated
when topics vary.

MALS 6890: Non-Thesis Prof Paper Research
MALS-5000*
As part of the Capstone Non-Thesis Option, this course includes the preparation of either a professional conference paper presentation, a scholarly book review, or an extended and enhanced research paper which will be submitted for publication to a refereed journal, rather than a thesis, completed under the direction of a graduate faculty advisor. Variable credit from 1 to 3 hours, with a maximum of 3 hours that may be applied to the Captsone Non-Thesis Option.

MALS 6899: Non-Thesis Comprehensive Exam
MALS-5000*
As part of the Capstone Non-Thesis Option, this is a faculty directed independent study course for students who are preparing for and/or completing their comprehensive examination. Variable credit from 1 to 6 hours.

MALS 6993: Master's Supervised Research
Instruction in research and research under the mentorship of a member of the Graduate Faculty.

MALS 6995: Master's Thesis Research
Thesis research.

MALS 6999: Master's Thesis Preparation
For students who have completed all credit hour requirements and full-time enrollment for the master's degree and are writing and defending their thesis. Credits arranged.

Mathematics (MATH)
MATH 5010: Mod. Meth. of Teaching Math
This course will explore theory and pedagogy of mathematics instruction with a focus on teaching methods across a variety of topics. Appropriate integration of technology into mathematics teaching and learning will be emphasized. Prerequisite: Admittance to MAT - Mathematics Program

MATH 5100: History of Mathematics
MATH-3005*
This course is an exploration of the historical development of mathematics in various civilizations, ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and

on to modern Europe. Topics may include the development of areas such as arithmetic, geometry (practical, deductive, and axiomatic), number theory, trigonometry, syncopated and symbolic algebra, probability, statistics, and calculus. Prerequisite: Admittance to MAT - Mathematics Program.

MATH 5130: Applied Algebra
MATH-3110*
This course begins an investigation of how the theory of abstract algebra is applied to solve non-theoretical problems. Topics are selected from applications in exact computing, error correcting codes, block designs, crystallography, integer programming, cryptography and combinatorics. Students will work both individually and in groups on projects from the chosen topics. Prerequisite: Admittance to MAT - Mathematics Program

MATH 5220: Applied Statistics
MATH-1231*
This course extends the concepts of introductory statistics through the study and exploration of advanced inferential methods. Analysis of variance using simple experimental design, and multiple regression analysis (including model building, checking, and analysis of residuals) are introduced. Additional topics covered in the course are multifactor analysis of variance, chi- square testing, and non-parametric statistical methods. Throughout the course real data are utilized. Applications include the use of a statistical software package. Prerequisite: Admittance to MAT - Mathematics Program

MATH 5231: Modern Geometry
MATH-3005*
This course is a study of Euclidean and non-Euclidean geometries. Topics will be explored through historical perspectives, formal geometric proofs, technology-based investigations, and modern applications. Prerequisite: Admittance to MAT - Mathematics Program

MATH 5250: Elementary Number Theory
MATH-3005*
An introduction to the mathematical treatment of concepts related to the integers. Topics include divisibility, prime numbers, numerical functions, congruence classes and Diophantine equations. Other topics, such as rational and irrational numbers may be addressed. Prerequisite: Admittance to MAT - Mathematics Program

MATH 5520: Introduction to Analysis
MATH-3005*
This is a rigorous introduction to analysis of functions on Euclidean space. Topics include limits, continuity, sequences, series, differentiation, integration, and sequences and series of functions. Prerequisite: Admittance to MAT - Mathematics Program

MATH 5800: Selected Topics in Mathematics
MATH-3005*
Topics of interest in mathematics not covered in courses in current graduate catolog. Course may be repeated once if topics vary. Prerequisite: Admittance to MAT - Mathematics Program

MATH 6530: Real Analysis
MATH-3520* Or MATH-5520*
This is a rigorous introduction to measure and integration theory. Topics include sequences and series of functions, the Riemann Integral, the Riemann-Stieltjes Integral, Lebesgue Measure, and Lebesgue Integral.

Management (MGMT)
MGMT 6100: Communication and Leadership
This 5-day seminar course is designed to enhance essential communication and leadership skills for managers and provide a foundation for subsequent MBA courses. The course emphasizes critical thinking, writing, presenting, and working in collaborative teams in the context of leadership, persuasion, motivation, and ethics.

MGMT 6101: Management-Change & Innovation
This course focuses on strategies for renewing organizations. Aspects of change, including repositioning, the impact of power and influence, operations, human elements and organizational behavior issues will be examined. The role of leadership in the process, including managing resistance to change, is emphasized. In this course, you will acquire frameworks and techniques that will allow you to create an ongoing capacity for change at the individual, work team, and organizational levels.

MGMT 6102: Operations & Supply Chain Mgmt
The goals of this course are to develop the common principles of supply-chain management techniques and demonstrate how these ideas have transformed the operating processes of industries in the past decade. The techniques must find new ways to collaborate across organizational boundaries to create new value for the end-customer of the supply-chain. Asset productivity strategies are studied by investigating both inbound materials management/production processes and outbound physical distribution procedures. Case studies will demonstrate the importance of ethical approaches to supply chain innovation in areas such as real-time supply chain visibility, e-commerce, and collaborative planning, forecasting and replenishment.

MGMT 6103: Field Problems-Logistics Syste
BUSA-6101* And MGMT-6102*
This course gives students a supervised opportunity to apply problem-solving skills from earlier courses to real world business problems in the logistics arena. Students will work together in small teams to define, research, analyze, and formulate solutions to actual problems from area logistics enterprises.

MGMT 6104: Strategic Management
This is a capstone course designed to apply and integrate concepts and analytical tools that students have studied in MBA course work. Students will participate in a competitive business simulation. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in an ethical manner in a dynamic business environment. This capstone seminar must be taken during the final semester of the MBA program.

MGMT 6105: Global Experience

This course will involve an approximately 10-day trip to another country with focus on the basic principles of management, marketing, supply chain, and international business in the context of global environment. The course and assignments will vary with the country visited. Additional fees will include the cost of travel.

MGMT 6106: Cross-Culture Negotiating
This course focuses on negotiation in the global business setting. It will cover the fundamental negotiation concepts in a multi-cultural environment. Through simulations, cases, videos, and class discussions, students develop an understanding of cross-cultural negotiations and build skills that can be used to make deals and resolve disputes in a global environment. The course will also bring an international perspective to understanding the impact of culture in the most commonly used international and domestic dispute resolution processes (negotiation, mediation and arbitration).

Marketing (MKTG)
MKTG 6100: Marketing Strategy
A high-level course focusing on the central strategic role that marketing plays in the success of a company. The case method will be used extensively and ethical implications in marketing decision will be explored.

MKTG 6103: Global Marketing
Global Marketing focuses on the international marketing activities of a firm. Students will have the opportunity to apply marketing concepts in international markets. Various exporting and international entry mode strategies will be examined.

MUSIC (MUS)
MUSC 5000: Great Works in Music History
A study of monumental works of music from the Medieval period through the present day. Works are chosen for their historical significance related to innovation in the art of music, to interest musically and artistically, and to significance of posterity. The course will begin with a study of the elements of music, formal procedures, terminology, and music history time-line so that all student (regardless of background) will have a solid foundation of understanding upon which to build.

Nursing (NURS)
NURS 5100: Theory for Graduate Nursing Pr
This course prepares nurses to transition into new roles and advanced nursing practice by exploring a wide range of theories from nursing and other sciences. Students will understand the role of knowledge development in advancing a discipline. Students will critique, analyze, and evaluate selected theories and incorporate these theories into their advanced nursing practice roles.
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development in advancing a discipline. Students will critique, analyze, and evaluate selected theories and incorporate these theories into their advanced nursing practice roles.

NURS 5200: Research-Evidence-Based Nurs.

NURS-5100*

This course builds upon undergraduate statistics and research courses and will focus on the relationship between nursing theory, research, and practice for evidence-based practice. This course will focus on issues such as the identification of practice and system problems, evaluation of research studies and systematic reviews, development and implementation of evidence- based practice guidelines, use of evidence-based practice to improve outcomes for individuals and groups of patients as well as health care systems, and differentiation of evidence-based and value-based approaches to practice. Students are expected to integrate an evidence-based approach into their practice.

This course builds upon undergraduate statistics and research courses to focus on the relationship between nursing theory and research, for evidence-based practice. This course will focus on issues such as the identification of practice and system problems, evaluation of research studies and systematic reviews, development and implementation of evidence-based practice guidelines, use of evidence-based practice to improve outcomes for individuals and groups of patients as well as health care systems, and differentiation of evidence-based and value-based approaches to practice. Students are expected to integrate an evidence-based approach into their practice.

NURS 5300: Soc.Trans.&Hlth.Care Ethics

NURS-5100* And NURS-5200*

This course explores the special needs of the changing segments of society. It also examines emerging ethical, social, political, cultural, and legal issues related to provision of health care for diverse groups. Using an epidemiological approach, students complete a community assessment of a vulnerable population and develop a culturally relevant plan of care. This course explores the special needs of the changing segments of society. It also examines emerging ethical, social, political, cultural, and legal issues related to provision of health care for diverse groups. Using an epidemiological approach, students complete a community assessment of a vulnerable population and develop a culturally relevant plan of care.

NURS 5310: Health Promotion for Vulnerabl

This course presents a variety of clinical interventions that promotes health and transition from illness to health based on the goals of Healthy People 2020. Evidence-based clinical prevention and population care and services to individuals, families, communities, and aggregates/clinical populations nationally and globally will be examined. It also examines emerging ethical, social, political, cultural, and legal issues related to provision of health care for diverse groups. Using an epidemiological approach, students will complete a community assessment of a vulnerable population and develop a culturally relevant health promotion intervention.

NURS 5400: Advanced Pharmacology

This course includes principles of pharmacokinetics, pharmacodynamics, drug metabolism and transport, assessment of drug effects, drug therapy in special populations, and contemporary drug development as a foundation for the use of medications in the clinical management of diseases. Major

classes of drugs will be discussed in terms of actions; therapeutic and other effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. Emphasis is placed on nursing responsibility, accountability, and application of the nursing process regarding drug therapy in a variety of settings with individuals across the life span.

The principles of pharmacokinetics, pharmacodynamics, drug metabolism and transport, assessment of drug effects, drug therapy in special populations, and contemporary drug development. as a foundation for the use of medications in the clinical management of diseases will be examined in this course. Major classes of drugs will be discussed in terms of actions; therapeutic and other effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. Emphasis is placed on interprofessional collaboration nursing responsibility, accountability, and application of the nursing process regarding drug therapy in a variety of settings with diverse patient populations across the lifespan.

NURS 5410: Advanced Pathophysiology
This course focuses on developing an advanced knowledge base of human physiology and pathophysiology providing a background for professional practice and the translation and integration of evidence to provide quality and safe care of patient and community populations. It will prepare advanced nurses to understand the mechanisms underlying disease processes, clinical manifestations, and rational therapies. Appropriate screening and diagnostic testing methods will also be included. Emphasis will be placed on important pathophysiological concepts needed to support the goals of Healthy People 2020 to improve clients' quality of life and reduce health disparities.

NURS 5420: Advanced Health Assessment
This course will build upon health assessment skills developed in the professional nurse's basic educational program. The theoretical and clinical basis for assessment in advanced nursing practice will be developed. The process whereby the advanced practitioner utilizes comprehensive physical, psychosocial, and cultural assessment across the lifespan to gather specific data relevant to common health problems is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences, which focus on assessment of clients and presentation of findings in a variety of settings. Emphasis will be placed on important assessment concepts needed to support the goals of Healthy People 2010 to improve clients quality of life and reduce health disparities.
This course will build on health assessment skills developed in the professional nurse's basic educational program. The theoretical and clinical basis for assessments in advanced nursing practice will be developed. The process whereby the direct care provider utilizes comprehensive physical, psychosocial, cultural assessments, to gather data relevant to common health problems and impact health outcomes of individuals and populations is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences, which focus on assessment of individuals, families and populations in a variety of settings and, presentation of findings. Emphasis will be placed on assessment concepts needed to support the goals of Healthy People 2020 to improve health and the quality of life for individuals across the lifespan.

NURS 5500: Trans-Hlth Prom./Illness Prev.
NURS-5100* And NURS-5200* And NURS-5400*
This course presents an array of clinical interventions that influence the goal of achieving health at the primary, secondary, or tertiary levels of health care. Key concepts include healthy lifestyles, self-care, holisms, nursing therapeutics, caring, critical thinking, and risk reduction. This course presents an array

of clinical interventions that influence the goal of achieving health at the primary, secondary, or tertiary levels of health care. Key concepts include healthy lifestyles, self-care, holisms, nursing therapeutics, caring, critical thinking, and risk reduction.

NURS 5600: Health Care Policy
The political process related to health care policy and nurses role in affecting policy decisions will be a major focus of this course. Access, cost and quality of health care will be examined along with major issues related to concepts of health policy, nursing advocacy and the policy process. Legislative and regulatory issues, health care financing, managed care and coverage of the uninsured will be emphasized. Students will apply their knowledge of these topics to in-depth analysis of an issue related to their practice specialty. The political process related to health care policy and nurses role in affecting policy decisions will be a major focus of this course. Access, cost and quality of health care will be examined along with major
issues related to concepts of health policy, nursing advocacy and the policy process. Legislative and regulatory issues, health care financing, managed care and coverage of the uninsured will be emphasized. Students will apply their knowledge of these topics to in-depth analysis of an issue related to their practice specialty.

NURS 5700: Advanced Practice Nursing
Advanced practice nursing, with an in-depth examination of its definition and core competencies, is explored in this course. Different advanced practice nursing roles and critical elements involved in managing advanced practice nursing environments are analyzed. Ways of developing and integrating core competencies into advanced practice nursing roles are discussed.
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into advanced practice nursing roles are discussed.

NURS 5998: Independent Study
An independent study allows the graduate nursing student to explore, extend and enrich content introduced in courses in the MSN program. Students may elect to use these hours on a topic related to their area of focus or on a topic or method related to their proposed MSN thesis or project.

NURS 5999: Studies in Nursing-Directed
A graduate seminar exploring selected leadership or education topics in Nursing, chosen by individual faculty members. A variety of perspectives will be examined.
A graduate seminar exploring selected leadership or education topics in Nursing chosen by individual faculty members. A variety of perspectives will be examined.

NURS 6000: Trans-Hlth Prom. & Illness Pre
NURS-5100* And NURS-5200*
This course presents an array of clinical interventions that influence the goal of achieving health at the primary, secondary, or tertiary levels of health care. Key concepts include healthy lifestyles, self-care, holisms, nursing therapeutics, caring, critical thinking, and risk reduction.

This course presents an array of clinical interventions that influence the goal of achieving health at the primary, secondary, or tertiary levels of health care. Key concepts include healthy lifestyles, self-care, holisms, nursing therapeutics, caring, critical thinking, and risk reduction.
Pre-Requisites:
 NURS 5100 with a minimum GS grade of C
And NURS 5200 with a minimum GS grade of C

NURS 6010: Adv. Practice Nursing Seminar

NURS-5100* And NURS-5200*
Advanced practice nursing, with an in-depth examination of its definition and core competencies, is explored in this course. Different advanced practice nursing roles and critical elements involved in managing advanced practice nursing environments are analyzed. Ways of developing and integrating core competencies into advanced practice nursing roles are discussed.
Advanced practice nursing, with an in-depth examination of its definition and core competencies, is explored in this course. Different advanced practice nursing roles and critical elements involved in managing advanced practice nursing environments are analyzed. Ways of developing and integrating core competencies into advanced practice nursing roles are discussed.
Pre-Requisites:
 NURS 5100 with a minimum GS grade of C
And NURS 5200 with a minimum GS grade of C

NURS 6030: Ethical Issues-Adv. Pract. Nur

This course provides a foundation for the professional practice of advanced nursing within an ethical context. The historical development of an ethical code for the nursing profession and its evolution is explored. Ethical principles underlying major U.S. health care policy, including the national health agenda, Healthy People 2010, will be examined. The ethical dilemmas that currently exist within the global health care environment of the 21st century are analyzed for their impact on the profession of nursing and on the health and well being of individuals and populations.
This course provides a foundation for the professional practice of advanced nursing within an ethical context. The historical development of an ethical code for the nursing profession and its evolution is explored. Ethical principles underlying major U.S. health care policy, including the national health agenda, Healthy People 2010, will be examined. The ethical dilemmas that currently exist within the global health care environment of the 21st century are analyzed for their impact on the profession of nursing and on the health and well being of individuals and populations.

NURS 6100: Prin. Leadership/Mgmt. in H.C.

Transitioning from novice to expert in the role of a nursing leader is explored in this course. Content includes theoretical foundations of effective leadership which will enable the student to function effectively in a leadership role in various settings. The management of human, fiscal and physical health care resources will be emphasized.
Transitioning from novice to expert in the role of a nursing leader is explored in this course. Content includes theoretical foundations of leadership and management which will enable the student to function effectively in a leadership role in community- and hospital-based settings. Emphasis will be placed on core leadership and management functions and values needed to support the goals of Healthy People 2020 to improve quality of life and reduce health disparities for individuals and population.

NURS 6110: Prin. of Education in Nursing
This course focuses on the theoretical foundations of teaching, learning innovations, and the multifaceted role of a nurse educator in multiple settings. Expectations of a leader in nursing education are explored.
This course focuses on the theoretical foundations of teaching, learning innovations, and the multifaceted role of a nurse educator in multiple settings. The course will provide a background for nurse educators to promote safe and effective learner outcomes based on evidence-based practice and ethical guidelines. Expectations of a leader in nursing education are explored.

NURS 6120: Educational Strategies and cur
This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans for the nurse educator. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques. In addition, this course examines the principles, philosophies, and theories used in curriculum development in nursing. Students will define, design and analyze a selected curriculum model.

NURS 6130: Evaluation of Learning
NURS-6110*
This course will provide methods of assessing learning outcomes for individuals and groups in academic and clinical settings. Emphasis is placed on theoretical reflections and empirical methods used to evaluate educational programs, institutions, personnel, and students.

NURS 6140: Trans. to Nurse Educator Role
NURS-6110* And NURS-6120* And NURS-6130*
This clinically based course provides the opportunity for students to operationalize the theoretical principles and concepts studied in previous courses. Students will have the opportunity to assume the role of educator within a selected specialty area.

NURS 6200: Analysis-System Performance
NURS-6100*
This course is designed to develop an understanding of the interactions between regulatory controls and quality control within variety health care delivery systems. Issues such as performance evaluations of organizations and individual employees will be addressed.
This course is designed to develop an understanding of the issues surrounding safety and quality in the delivery of health care services and the critical role of advance practice nurses in addressing these issues. The student will examine a number of business and health-care models used to advance a just culture of safety and quality improvement outcomes. Performance improvement tools, performance measures and standards related to quality management will be examined.

NURS 6220: Effective Teaching/Learning
This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques.

This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques.

NURS 6300: Trans. into Leadership Role
NURS-6100* And NURS-6200* And NURS-6310*
This clinically based course operationalizes the theoretical and norms studied in previous courses. The student will have the opportunity to apply the concepts of leadership within a selected specialty area. This clinically based course operationalizes the theoretical and norms studied in previous courses. The student will have the opportunity to apply the concepts of leadership within a selected specialty area.

NURS 6310: Resource Management in Healthc
This course will examine the management of critical financial and human resources needed for healthcare delivery. Legal, political, economic, socio-cultural, and technological issues that shape these resources will be explored. Ethical theories that guide decision making regarding the production and distribution of these resources will provide a framework for analysis and evaluation.

NURS 6330: Evaluation of Learning
NURS-6110*
This course will provide methods of assessing learning outcomes for individuals and groups in academic and clinical settings. Emphasis is placed on theoretical reflections and empirical methods used to evaluate educational programs, institutions, personnel, and students.
This course will provide methods of assessing learning outcomes for individuals and groups in academic and clinical settings. Emphasis is placed on theoretical reflections and empirical methods used to evaluate educational programs, institutions, personnel, and students.
Pre-Requisites: NURS 6110 with a minimum US grade of C

NURS 6400: Trans. into Leadership Role
NURS-6100* And NURS-6200* And NURS-6310*
This practicum-based course provides students the opportunity to apply theoretical concepts and ethical principles of leadership and management, supporting their transition to an advance practice role. Students will participate as members of interprofessional teams in addressing issues concerning quality and service excellence in promoting health outcomes of culturally diverse individuals and populations. Students will also attend to the work environment of the practice site and evaluate organizational goals and outcomes.

NURS 6440: Curriculum Development
NURS-6110*
This course examines the principles, philosophies, and theories used in curriculum development. Graduate students will define, design, and analyze a selected curriculum model.
This course examines the principles, philosophies, theories used in curriculum development. Graduate students will define, design, and analyze a selected curriculum model.

NURS 6550: Trans. to Nurse Educator Role
NURS-6110* And NURS-6120* And NURS-6330*

This clinically based course provides the opportunity for students to operationalize the theoretical principles and concepts studied in previous courses. Students will have the opportunity to assume the role of educator within a selected specialty area.

NURS 6610: Diagnostic & Clinical Reasonin

This course focuses on diagnostic reasoning as a framework to synthesize knowledge for comprehensive assessment of primary care patients throughout the life span. Advanced health assessment techniques are emphasized and refined. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings including communication techniques unique to the specialty population. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored.

NURS 6620: Adv Health Assessment for FNPs

This course in health assessment expands the nurse's knowledge of cognitive processes and psychomotor skills needed for comprehensive assessment of clients across the lifespan. Students are expected to perform a physical, mental, developmental, and nutritional assessment, obtaining a health history, perform selected diagnostic procedures, and record findings. Interviewing skills that enable the nurse to relate to various clients across the life span will be refined. Use of diagnostic and motivational interviewing skills with individuals from diverse cultures will be emphasized. This course consists of didactic and clinical lab experiences. Students will obtain a comprehensive physical and mental health/substance use history and will perform a physical and mental status examination on an adult and pediatric client. Students will have documentation assignments on systems covered in lecture. All students will perform physical and mental health assessments in laboratory and clinical settings.

NURS 6630: Hlth Prom of Adults and Fami

NURS-5410 And NURS-6610 And NURS-6620 And NURS-5100

This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, health maintenance, disease prevention, and the management of common acute and chronic health problems of adults in primary health care settings. Emphasis is on the family as the basic unit of nursing care. Discussion will include non-pharmacologic and pharmacologic management of common health problems. Criteria for consultation and indications for referral along with exploration of available community resources will also be considered.

NURS 6640: Adv Pharmacology for FNPs

Course focuses on examination of the major categories of pharmacological agents and application of pharmacological concepts in the clinical practice setting. Emphasis is placed on understanding the physiological action of the drugs, expected patient responses and major effects. This course is prerequisite for clinical courses that integrate the knowledge of pharmacotherapeutics into effective nursing practice.

NURS 6650: Hlth Prom of Children and Fami

NURS-5410 And NURS-5100 And NURS-6610 And NURS-6620

This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, maintenance, and management of common acute and chronic health problems of infants, children, and adolescents in primary health care settings. Emphasis is on the description of the condition or disease, etiology and incidence, clinical findings, differential diagnosis, management, complications and preventive and patient education measures. Consideration is given to cultural and ethical issues that affect health care delivery and client adherence to the management plan. Established protocols for practice are used to indicate the need for consultation, referral, and community resources.

NURS 6660: Pop Hlth and Emerging DIsease
This course strengthens students' capacity to integrate and apply public health concepts and epidemiologic methods to improve population health. The theory and scope of public health practice are analyzed in the context of the complex interplay between science, law, policy, and ethics. Students synthesize and apply public health concepts (e.g., population perspective, health promotion and prevention, determinants of health) and methods (e.g., policy /advocacy /epidemiology /quality improvement/program planning).

NURS 6670: Adv Practice Nurs Roles in Soc
This course focuses on diagnostic reasoning as a framework to synthesis knowledge for comprehensive assessment of primary care patients throughout the life span. Advanced health assessment techniques are emphasized and refined. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings including communication techniques unique to the specialty population. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored.

NURS 6680: Hlth Prom of Elderly and Famil
NURS-5410* And NURS-5100* And NURS-6610* And NURS-6620*
This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, disease prevention, early detection, and management of common acute and chronic health problems of the elderly client and his family. The nurse practitioner's role in promoting successful aging, maintaining function and promoting self care, through the use of the community, personal and family resources is stressed. Common geriatric syndromes and problems including chronic illnesses and their management are emphasized. Ethical dilemmas that impact the health care of the older adult are integrated throughout the course.

NURS 6690: Nurse Practitioner Practicum
NURS-5410 And NURS-5100 And NURS-5200 And NURS-5410 And NURS-5600 And NURS-6610 And NURS-6680
This experience gives the student responsibility for the primary health care services of individuals and families supervised by a nurse practitioner and/or physician preceptor. Students are expected to practice as a nurse practitioner, assuming increasing responsibility for planning and implementing therapeutic processes and for documenting and evaluating outcomes of care. Students will apply theories by investigation and management of health problems in primary health care settings.

NURS 6995: Master's Thesis Research
NURS-6999*

Thesis research

NURS 6999: Focused Project-Master'sThesis
NURS-6400* Or NURS-6140*
The main focus of this course will be a faculty-guided thesis or project. This project/thesis will have a strong research component and will be a summative work. Students who do not complete the project/thesis in one semester should enroll in NURS 6995.
The main focus of this course will be a faculty guided project or thesis that addresses a significant problem or issue within the nursing profession. Students will choose a problem that is of concern to nurse educators or to nurse leaders, as appropriate for the declared track in the master's program. The project is an evidence-based synthesis of knowledge and information from previous courses to develop, implement and evaluate a plan related to teaching and delivery of content to learners. The thesis uses the research process to analyze primary or secondary data and supports the synthesis of knowledge and information from previous courses. Students will be expected to provide an oral defense of the project/thesis. Students choosing to complete course requirements through a paper presentation will be expected to also complete a comprehensive exam.

Philosophy (PHIL)

PHIL 5000: Classics in Philosophy
An examination of the original documents, the classic primary texts, in the history of philosophy in Western Culture. Primary source readings--including Socrates, Plato, Aristotle, Descartes, Hume, and Kant--will be supplemented by a history-of-philosophy text that will place these works in historical and philosophical context.

PHIL 5200: Ancient Philosophy
In this course we will examine the philosophical literature of the eighth century B.C.E. through the third century C.E., including Pre-Socratic thought, Epicureanism, Stoicism, and Skepticism, with special emphasis on Socrates, Plato, and Aristotle.

PHIL 5201: Philosophy in the US
A study of the American philosophical tradition of pragmatism as a unique and original contribution to Western philosophy. The focus of the course is on the thought of four classical American philosophers: Peirce, James, Santayana, and Dewey. It will also consider the intersection of pragmatism with analytic and linguistic philosophy. Finally, the course will examine the origin of pragmatism in American intellectual history, keeping in mind social and cultural influences, and will look ahead to the influence and relevance of pragmatism for present-day culture.

PHIL 5300: Philosophy of Law
In this course we will examine philosophical issues in law and legal theory. These issues fall into three broad categories of study: (1) questions relating to the moral authority of law and its limits, questions of civil disobedience, and theories of punishment; (2) general theories of the nature of law (natural law, legal positivism, and critical theories of law as a practice of social domination); (3) questions about the role of courts and constitutions in a democratic society.

PHIL 5350: Social & Political Philosophy
In this course we will examine a number of the main figures, texts, and ideas in the history of Western social and political thought. We will move from classical accounts of politics and community in Plato and Aristotle, to modern ideas of liberalism and socialism in Locke, Mill, Rousseau, and Marx (16th century to present), concluding with a look at more contemporary thinkers on issues of social justice and the welfare state, race and gender inequality, and the status of freedom and democracy in pluralistic, globalized societies.

PHIL 5400: Medieval Philosophy
In this course we will examine the philosophy of the middle ages (dating from the fourth through sixteenth centuries C.E.). Special attention will be paid to the medieval incorporation of the Greco-Roman, Jewish and Islamic traditions, the thirteenth-century birth of the university and the gradual transition from medieval to modern philosophy.

PHIL 5500: Women in Philosophy
An examination of the original documents, the classic primary texts, in the history of philosophy in Western Culture. Primary source readings--including Socrates, Plato, Aristotle, Descartes, Hume, and Kant--will be supplemented by a history-of-philosophy text that will place these works in historical and philosophical context.

Political Science (POLS)
POLS 5000: Great Political Thinkers
Emphasis on major ancient, Medieval, Renaissance, Enlighten- ment, modern and postmodern political philosophers, including Plato, Aristotle, Cicero, Aquinas, Machiavelli, Descartes, Hobbes, Locke, Rousseau, Burke, Kant, Mill, Marx and their modern philosophical legacy. The course will examine the original documents placed in contemporary historical and political perspective. Discussion will focus on political philosophy's impact on the development of Western political ideology and institutions.

POLS 5100: American Politics
A graduate seminar on the American political system, its origins, structure, processes and politics. The course covers important topics such as the historical and philosophical foundations of the American political system, the local, state and federal levels of goverment, the three branches of goverment and the policy making process. A variety of perspectives will be examined.

POLS 5110: Federalism
A Graduate Seminar on the complex relationships between the federal, state and local levels of American government. The course covers important topics such as the histroical and philosophical foundations of federalism, the powers of the federal government and the states, federal preemption, fiscal federalism, grants and federal mandates. A varitey of perspectives will be examined.

POLS 5139: Public Law
A graduate seminar exploring Americna public law, its historical and philosophical origins, the federal and state judiciary and its processes, themes in American constitutional law and civil liberties and related topics. A variety of perspectives will be examined.

POLS 5155: Campaigns & Electoral Politics
A graduate seminar exploring interest groups, political parties, political campaigns, elections and related topics. A variety of perspectives will be examined.

POLS 5170: Legislative Process
A graduate seminar exploring the U.S. Congress and similar legislative bodies at the state and local levels of American government. The course covers important topics such as the historical and philosophical foundations of legislatures, their powers, structure and leadership, the exercise of legislative authority and related topics. A variety of perspectives will be examined.

POLS 5180: Presidential Politics
A graduate seminar exploring the American presidency and its political environment. The course covers important topics such as the historical and philosophical foundations of executive governance, the powers of the president, the exercise of presidential power and related topics. A variety of perspectives will be examined.

POLS 5190: Studies in Politics - Topics
A graduate seminar exploring selected political science topics. A variety of perspectives will be examined.

Psychology (PSYC)

PSYC 5000: Advanced Development
The exploration of seminal theories and theorists of human development, such as Erikson, Piaget, Bronfenbrenner, and Vygotsky. Students will learn the distinguishing features of the different theoretical perspectives, and there will be a heavy emphasis on evaluating how these theories influence practice in applied settings.

PSYC 5010: Ethics & Profestional Identity
This course is designed to teach students to evaluate ethical issues related to applied professional practices in human services in a systematic way. Students will become familiar with professional ethics codes and develop an ability to apply these codes to a variety of specific proflem situtations. The course also examines ethical and legal standards, risk management, and professional credentialing.

PSYC 5020: Cultural Issues in Applied
This course studies multicultural trends and characteristics of diverse groups, including how attitudes and bahaviors are influenced by factors such as gender, race, sexual orientation, ethnicity, and disability. Students are encouraged to explore personal attitudes, sterotypes, biases, myths, and misconceptions about culturally diverse people and how these may impact therapeutic relationships.

PSYC 5040: Advanced Research Methods and
The first of a two-course sequence, this course focuses on the major methodological approaches utilized in clinical and developmental research settings. Emphasis will be placed on the common parametric approaches for evaluating group differences. Emphasis is alos placed on understanding the

fundamentals of the research process including how to design, conduct, analyze, report, and critically evaluate psychological research. Statistical computer packages will be integrated in order to learn how to practically apply descriptive and inferential statistics to the design and interpretation of experimental research methods.

PSYC 5050: Advanced Research Methods and
PSYC-5040*
The second of a two-course sequence, this course focuses on methodological strategies appropriate for use with small sample sizes, such as permutation testing, and nested data structures such as hierarchical linear modeling, commonly encountered in clinical and developmental settings. Statistical computer packages will be further integrated in order to learn how to practically apply correlation and regression statistics to the design and interpretation of quasi-experimental and non-experimental research methods. Emphasis is placed on students learning how to apply their mastery of research methods and statistics to generate a formal research proposal.

PSYC 5150: Group Therapy
PSYC-5350* And PSYC-5170*
An exploration of the theory and practice of group psychotherapy. Emphasis is on learning how to develop and lead therapy groups. Experiential exercises will be included. Pre-requisite: Admission to M.S. program, Clinical Track.

PSYC 5160: The Helping Relationship
This is a practical introduction to the skills needed to establish and maintain a successful therapeutic relationship, as well as an exploration of the various interpersonal and intrapersonal issues that may need to be addressed in such relationsips. The course will include role-playing and other experiential exercise as part of the learning process.

PSYC 5170: Theories and Practice I
PSYC-5160* And PSYC-5350*
This course presents theories and techniques of individual psychotherapy using a variety of models, including psychodynamic, behavioral, cognitive, humanistic, and integrative approaches. Emphasis is placed on learning to discern which approaches are best suited to individual clients and problems.

PSYC 5180: Theories and Practice II
(PSYC-5170* And PSYC-5350*)
This course is a continuation of Therapeutic Intervention I. It is designed to continue to introduce students to research and application of therapeutic techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, manualized, and integrative approaches to particular mental health disorders.
This course is a continuation of Theories and Practice of Psychotherapy I. It is designed to continue to introduce students to research and application of therapeutic techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, manualized, and integrative approaches to particular mental health disorders.

PSYC 5200: Family and Couples Therapy

PSYC-5160 And PSYC-5170 And PSYC-5180
This course focuses on assessment and psychotherapy with couples and families. Students will learn a variety of theories and approaches to working with the family system.

PSYC 5210: Cognitive Development
A review of theory and recent empirical findings pertaining to cognitive and linguistic development from infancy to adolescence. Students will review both normative and atypical patterns of development and evaluate the relative role of genetics and environmental settings on the development of these domains.

PSYC 5220: Social & Emotional Development
An overview of theory and recent empirical findings pertaining to social and emotional development from infancy to adolesecence. Students will review both normative and atypical patterns of development and evaluate the relative role of genetics and environmental settings on the development of these domains. In particular, students will evaluate literature focusing on important contexts of social and emotional development, including family, peers, and schools. Pre-requisite: Admission to M.S. program.

PSYC 5230: Biological Found of Behavior
This course is an advanced overview of the neural systems involved in the regulation of human behavior, focusing on the interactions between the cortical, limbic, and hypothalmic systems. Topics may include developmental neuroscience, learning and memory, behavioral disorders, stress, aggression, and common central nervous system disorders in both children and adults. A previous neuroscience course or courses is strongly encouraged.

PSYC 5240: Agencies That Serve Children
An introduction to the methods and management of public and private agencies working with children and youth. Populations will include but not be limited to children in foster care, private group homes, juvenile justice facilities, special education settings, and programs for speakers of other languages. Emphasis will be on agencies and organizations in the metro Atlanta region. Pre- requisite: Admission to M.S. program.

PSYC 5260: The Family System and Child
The Applied Development Track focuses primarily on the biological, cognitive, and emotional development of the individual child. However, this development does not occur in a vacuum. The family system has immense influence on the child's development. This course allows students to examine the interaction between the family system and the child, its impact on development, ways to assess this, and the family-level intervention strategies.

PSYC 5270: The Ed System & the Child
This course uses an ecological approach to examine the impact of educational systems on the child. The course explores mechanisms of development based on the theories of Bronfenbrenner, Vygotsky and Erikson to shed light on how the educational system interacts with the child's risk factors, resilience, family environment, and early childhood experiences.

PSYC 5280: Dev. Disorders & Psychopath

This course will explore common developmental disorders and major forms of child and adolescent psychopathology, evaluate current etiological models and diagnostic standards, and review empirical evidence on current treatment approaches.

PSYC 5350: Adv Psychopathology & Diag

This course is designed to instruct students in the phenomenon of adult psychopathology and the present diagnostic system used by the majority of mental health professionals (DSM-IV). The course will consider psychopathology from a descriptive and etiological perspective as well as review theoretical and research contributions to our understanding of the etiology and maintenance of psychopathology.

PSYC 5800: Special Topics in Psychology

PSYC 5800 (Graduate Special Topics in Psychology) is a graduate-level course that will explore various topics and issues in the field of clinical, counseling, and applied developmental psychology. Topics covered will be chosen to meet the needs and interests of graduate students in the MS program in Psychology and will make use of the expertise of the faculty and consultants.

PSYC 6100: Psychological Assessment I

This didactic/experiential course will review and explore various theories and procedures in the measurement of cognitive and intellectual functioning, including 1) identification of various assessment methods and their potential use, 2) administration, scoring and interpretation of assessment data, 3) synthesis of assessment data for the purpose of creating a written report, and 4) ethical and legal concerns regarding assessment procedures and report writing. Pre-requisite: Admission to M.S. program.

PSYC 6490: Internship for Applied Psyc

Supervised field experience in an agency that provides services to children and families. Students will complete a minimum of 225 hours of documented work within the selected agency setting and will prepare a final report regarding outcomes of the internship for the course supervisor. Students must have completed a minimum of 15 hours of course work within the Applied Developmental Psychology Masters with a minimum GPA of 3.0 prior to enrolling in the internship. Requires permission of program coordinator for the Master of Science in Psychology.

PSYC 6520: Psychological Assessment II

(PSYC-6100* And PSYC-5350*)

This didactic/experiential course will review and explore various theories and procedures in the administration, scoring, interpretation, synthesis and report writing for various objectives and projective, diagnostic, career, and personality assessments. Ethical and legal ramifications of assessment will also be explored.

PSYC 6590: Clinical Practicum

(PSYC-5170* And PSYC-5350* And PSYC-5160*)

Supervised practice in psychotherapy in mental health settings. Students will complete a minimum of 225 hours of documented work within the selected agency setting. Requires a minimum GPA of 3.0 and permission of program coordinator for the Master of Science in Psychology.

PSYC 6700: Graduate Directed Readings
Exploration of diverse topics under the guidance of faculty in the department. This course will allow students an opportunity to focus on content that may be of minimal focus within the regular curriculum but that is of particular interest and relevance to their personal professional goals.

PSYC 6800: Special Topics in Clinical Psy
PSYC-5160 And PSYC-5350
PSYC 6800 (Special Topics in Clinical Psychology) is a graduate-level course that will explore various topics and issues in the field of clinical and counseling psychology. Topics covered will be chosen to meet the needs and interest of clinical graduate students and will make use of the expertise of the faculty and consultants.

PSYC 6890: Professional Paper and Compreh
Completion of this course serves as a portion of the non-thesis degree completion option. This course entails two distinct components: preparation and oral defense of the professional paper and intensive preparation for the comprehensive exam, which will be taken during completion of Psychology 6899. Working with a faculty advisor, the student prepares a professional paper that demonstrates his/her mastery of theoretical and empirical information relevant to his or her specific training track (i.e. Clinical or Applied Developmental). Please see the MSP website for specific policies regarding successful completion of this course. Students can only take Psychology 6890 for a maximum of 6 hours. Requires permission of program coordinator for the Master of Science in Psychology and student must currently have a 3.0 GPA or above.

PSYC 6899: Professional Paper and Compreh
PSYC-6890
Completion of this course serves as the second portion of the of the non-thesis degree completion option. During this course, students will finalize their professional paper and make all revisions that were required by their professional paper committee during the oral defense portion of Psychology 6890. Please see the MSP website for the full policy regarding completion of this course.
Requires permission of program coordinator for the Master of Science in Psychology, and student must currently have a 3.0 GPA or above and must have passed Psychology 6890.

PSYC 6900: Clinical Comprehensive Exam
PSYC-5010 And PSYC-5150 And PSYC-5170 And PSYC-6520
Clinical Masters in Psychology students will enroll in this course in order to sit for the program comprehensive exam. The comprehensive exam is designed to assess the knowledge gained through students' matriculation in the Masters of Science-Clinical program.

PSYC 6995: Thesis Research
(PSYC-5040* Or PSYC-5050*)
Working with a faculty advisor, the student develops and defends a research proposal and begins conducting the research. Students must have a minimum of 24 hours of course work with a GPA of 3.0. Requires permission of program coordinator for the Master of Science in Psychology.

Science (SCI)

SCI 5901: Methods Teach Sec Bio

This course will explore theory and pedagogy of secondary science instruction with a focus on teaching methods across varied topics. Appropriate integration of technology into science teaching and learning will be emphasized. This course is cross listed as SCI 4901.

Statistics (STAT)

STAT 5000: Fnds. of Statistics

This online course reviews the basic concepts and techniques in Statistics. Some of the topics covered include: Defining statistics; collecting, organizing, handling, displaying, describing and interpreting data; measures of central tendency and variation (measures of location and dispersion); probability theory; discrete and continuous probability distributions; the Central Limit Theorem and sampling; confidence intervals; hypothesis testing; and regression analysis. Students will be required to validate their understanding of the concepts/topics using an online homework management system and successfully pass an online test.

UNIVERSITY SYSTEM OF GEORGIA

Thirty public colleges and universities of the University System of Georgia offer almost unlimited opportunities for citizens of the state to attend college. Programs of study and degrees are offered in almost every field available anywhere in the world. Students can choose programs to fit their talents and interests, ranging from one-year certificate programs to doctoral programs.

Thirteen two-year state colleges offer the first two years of studies leading to bachelor degrees and professional degrees, as well as one- and two-year career programs designed to prepare students for immediate employment. Career programs are available in fields such as accounting, computer science, agricultural equipment technology, electronics, drafting, dental hygiene, nursing, secretarial studies, and over fifty other fields.

The 13 state colleges and 9 state universities offer bachelor degrees and, in many cases, some graduate degrees. Degree programs include hundreds of fields of interest including business administration, teacher education, mathematics, sciences, history and other social sciences, engineering, art, and music.

Some of these institutions also offer many of the two-year career programs offered by community colleges.

The 4 comprehensive and 4 research universities offer graduate programs leading to master's and doctor's degrees, four-year programs leading to bachelor degrees, and some two-year programs. Offerings include programs ranging from aerospace and nuclear engineering at the Georgia Institute of Technology; economics and health administration at Georgia State University; medicine and dentistry at the Medical College of Georgia; to forestry, law, pharmacy, and veterinary medicine at the University of Georgia. Students may begin their freshman year of studies leading to these graduate and professional degrees at any of the 30 colleges and universities of the University System of Georgia.

One or more of these public colleges and universities is located in every section of the state, from Brunswick in the Southeast and Bainbridge in the Southwest, to Dalton and Rome in the Northwest and Dahlonega and Gainesville in the Northeast. In fact, most Georgians live within commuting distance of one or more colleges.

All colleges and universities are accredited and offer quality courses. Freshman and sophomore credits toward bachelor degrees which are earned with satisfactory grades at any of these colleges are accepted by all other University System institutions. Fees charged residents of Georgia for attending college, exclusive of living expenses, are low by most standards.

In addition to college courses and programs, non-credit offerings are made available in almost every area of human interest. Many courses and programs are designed to improve job skills, while others provide opportunities for self-improvement in areas unrelated to work. The four universities also conduct extensive programs of research directed primarily toward improving the economic and human welfare of the people of Georgia.

The thirty institutions of the University System of Georgia stand ready to encourage and assist citizens interested in college studies.

A 19-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. Regular terms of Board members are seven years. The Board of Regents also has oversight of the Georgia Archives, located adjacent to the campus of Clayton State University, and the Georgia Public Library System.

Members of the Board of Regents

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W. Paul Bowers	Atlanta	At-Large	2014-2020
Lori Durden	Statesboro	Twelfth District	2013-2020
Larry R. Ellis	Atlanta	Fifth District	2013-2017
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C. Thomas Hopkins, Jr. MD	Griffin	Third District	2010-2017
James M. Hull	Augusta	At-Large	2013-2016
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Colleges and Universities

RESEARCH UNIVERSITIES

Georgia Institute of Technology
225 North Avenue, N.W.
Atlanta, Georgia 30332
(404) 894-2000—GIST 222-5051

Georgia Regents University
1120 Fifteenth Street
Augusta, Georgia 30912
(706) 721-0211—GIST 331-2301

Georgia State University
P.O. Box 3965
Atlanta, Georgia 30303-3083
(404) 413-2000—GIST 223-2560

University of Georgia
Athens, Georgia 30602
(706) 542-3000—GIST 241-1214

COMPREHENSIVE UNIVERSITIES

Georgia Southern University
P.O. Box 8033
Statesboro, Georgia 30460
(912) 478-4636—GIST 364-5211

Kennesaw State University
1000 Chastain Road
Kennesaw, Georgia 30144
(770) 423-6000

Valdosta State University
1500 North Patterson Street
Valdosta, Georgia 31698
(229) 333-5800—GIST 343-5952

University of West Georgia
1601 Maple Street
Carrollton, Georgia 31698
(229) 333-5800

STATE UNIVERSITIES

Albany State University

Armstrong Atlantic State University

504 College Drive
Albany, Georgia 31705-2717
(229) 430-4600—GIST 341-4604

Clayton State University
2000 Clayton State Boulevard
Morrow, Georgia 30260-0285
(678) 466-4000—GIST 220-3531

Fort Valley State University
1005 State University Drive
Fort Valley, Georgia 31030-4313
(478) 825-6211—GIST 327-6315

Georgia Southwestern State
University
800 Georgia Southwestern State
Univ. Drive
Americus, Georgia 31709-4693
(800) 338-0082—GIST 345-1360

University of North Georgia
82 College Circle
Dahlonega, Georgia 30597
(706) 864-1400—GIST 244-1993

11935 Abercorn Street Ext.
Savannah, Georgia 31419-1997
(912) 344-2503—GIST 369-5258

Columbus State University
4225 University Avenue
Columbus, Georgia 31907-5645
(706) 507-8800—GIST 251-2211

Georgia College & State University
P.O. Box 23
Milledgeville, Georgia 31061
(478) 445-5004—GIST 324-5269

Savannah State University
3219 College Avenue
Savannah, Georgia 31404
(912) 358-4778—GIST 362-2240

STATE COLLEGES

Abraham Baldwin Agricultural
College
2802 Moore Highway
Tifton, Georgia 31793
(229) 391-5000—GIST 342-3242

Bainbridge State College
2500 East Shotwell Street
Bainbridge, Georgia 39819.
 (229) 248-2500

Dalton State College
650 College Drive
Dalton, Georgia 30720
(706) 272-4436—GIST 235-4438

East Georgia State College
131 College Circle
Swainsboro, Georgia 30401-2699
(478) 289-2017—GIST 333-4200

Georgia Highlands College
3175 Cedartown Highway, SE
Rome, Georgia 30161
(706) 802-5000

Atlanta Metropolitan State College
1630 Metropolitan Parkway, S.W.
Atlanta, Georgia 30310-4498
(404) 756-4000--GIST 279-4441

College of Coastal Georgia
One College Drive
Brunswick, Georgia 31520
(912) 279-5700

Darton State College
2400 Gillionville Road
Albany, Georgia 31707-3098
(229) 317-6000—GIST 341-6705

Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, Georgia 30043
(678) 407-5000

Georgia Perimeter College
3251 Panthersville Road
Decatur, Georgia 30034-3897
(678) 891-2300—GIST 275-2364

Gordon State College
419 College Drive
Barnesville, Georgia 30204-1762
(800) 282-6504—GIST 258-5015

Middle Georgia State College
100 College Station Drive
Macon, Georgia 31206
(478) 471-2800

South Georgia State College
100 West College Park Drive
Douglas, Georgia 31533-5098
(912) 260-4200--GIST 347-4202

GEORGIA ARCHIVES

5800 Jonesboro Road
Morrow, Georgia 30260
(678) 364-3710

GEORGIA PUBLIC LIBRARY SERVICES

Georgia Public Library Service
1800 Century Place, Suite 150
Atlanta, GA 30345-4304
Phone: (404) 235-7200

UNIVERSITY PERSONNEL

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Alexander Hall, Director of the Honors Program
Eric Tack, Director of Center for Advising and Retention
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   Natasha Hutson, Director of Campus Life and the Student Activities Center
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   Christine Smith, Director of Counseling and Psychological Services
   Tameeka Hunter, Director of Disability Resource Center
   Nicholas Kilburg, Director of Recreation and Wellness
   Polly Parks, Director of University Health Services

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   Bill Gruszka, Vice President

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   Narem Reddy, Interim Assistant Vice President for Business and Operations and Comptroller
   Naulbert Nolan, Jr. Director of Accounting Services
   Cynthia Jones, Bursar
   Scott McElroy, Budget Director
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Terri Taylor-Hamrick, Director of Advancement Services
Leila Tatum, Director of Alumni Relations
Tom Giffin, Director of Development
Myisha Garnes, Annual Fund Director
Cheryl Thibodeau, Director of Corporate and Foundation Relations

Graduate Faculty

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M.S.N., Medical College of Georgia, 1977; M.N., Emory University, 1979; Ph.D., Emory University, 2005.

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          and Associate Professor of Teacher Education
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B.A., Cornell University, 2002; Ph.D., Northwestern University, 2008.

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B.Sc., The University of Jordan, 1979; M.Acc., University of Georgia, 1986; Ph.D., The University of
Mississippi, 1989.

Virginia Bonner, Professor of Film and Media Studies
B.S., University of Florida, 1991; M.A., University of Florida, 1993; M.A., Emory University, 1999; Ph.D.,
Emory University, 2003.

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A.S., Tidewater Community College, 1993; B.A., Northeastern State University, 1995; Ph.D., Arizona State
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John Bryan, Limited-Term Lecturer
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B.A., University of Utah, 1995, Philosophy; M.A., Indiana State University, 2000, Philosophy; Ph.D., Indiana State University, 2008, Philosophy.

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MBA, Georgia State University, 2010; BS, University of Southern California, 1970, Accounting.

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B.A., Carleton College, 1992; M.S., Ohio State University, 1997; Ph.D., Ohio State University, 2001.

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B.B.A., Eastern Michigan University, 1986; M.S., Central Michigan University, 1993; Ed.D., The George Washington University, 2003

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B.S., University of Missouri, 1969; M.S., University of Missouri, 1970; Ph.D., University of Florida, 1987.

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B.A., Mercer University, 1981; M.A., University of South Carolina, 1986; Ph.D., Bowling Green State University, 1990.

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B.Sc., Sharif University, 1997; M.Sc., Institute of Research and Planning, Iran, 2000; M.A., Virginia Polytechnic Institute and State University, 2001; Ph.D., University of Wisconsin-Milwaukee, 2007.

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Sandra Daniel, Lecturer

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        Care Management
B.S., St. John's University, 1967; M.S., Long Island University, 1972; Ed.M., Columbia University, 1991; Ed.D., Columbia University, 1992.

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