

# Clayton State University Graduate Catalog

A Unit of the University System of Georgia

2010 - 2011

*(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 2010-2011 academic year. 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 2010-2011* for information concerning all of the undergraduate programs offered by Clayton State University during the 2010-2011 academic year. The graduate and undergraduate catalogs can be accessed online at <http://publications.clayton.edu/catalog/>.

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 production and 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 Council and the School of Graduate Studies.

Clayton State University  
Graduate Catalog 2010-2011

## Welcome from the Dean of Graduate Studies

As Interim 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
- Master of Science in Nursing
- Master of Archival Studies
- Master of Arts in Teaching, English or Mathematics
- Master of Science in Psychology, concentrations in Applied Developmental and Clinical
- Master of Arts in Liberal Studies, concentrations in English, History, Political Science and Liberal Arts
- 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.

We understand that choosing a university to obtain your graduate degree is one of the toughest decisions you will ever have to make, and we hope that you will include Clayton State University in your search. Together, we can watch your dreams turn into reality.

Thomas McIlwain  
Interim Dean, School of Graduate Studies  
(678) 466-4113  
[graduate@clayton.edu](mailto:graduate@clayton.edu)

## Calendars

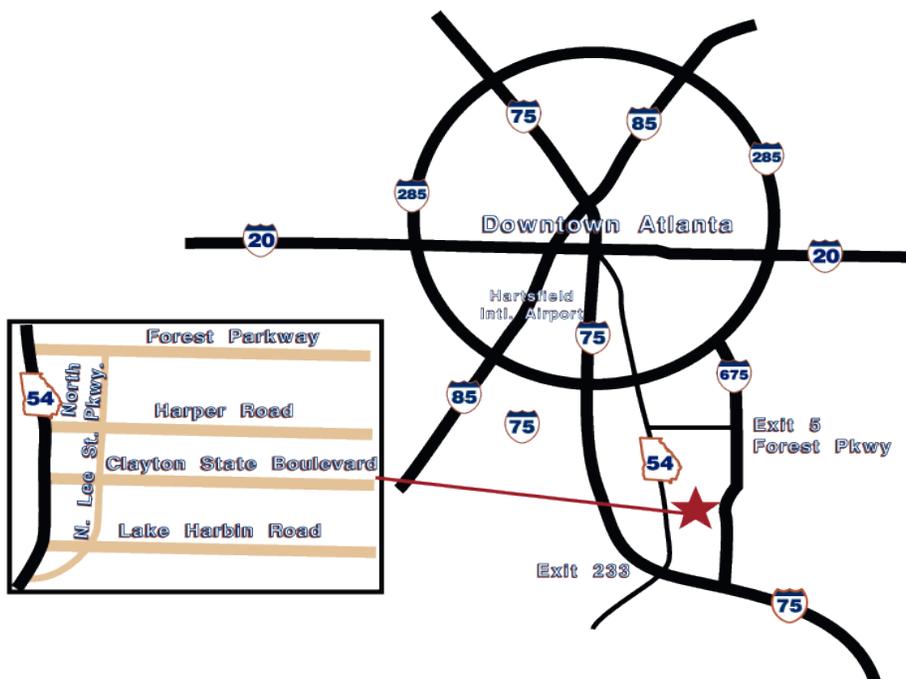
Please refer to the “Clayton State University Calendar” webpage at <http://adminservices.clayton.edu/calendar/> for the most up-to-date university calendars. The 2010-2011 graduate catalog applies to students who start at Clayton State in one of the following three semesters: Fall 2010, Spring 2011 or Summer 2011. 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**

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**Mission of the University**

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Clayton State University provides an intellectually challenging and culturally rich learning environment, encouraging all students to take advantage of the outstanding educational and career opportunities provided for residential and commuter students from a diverse range of ethnic, socioeconomic, experiential and geographical backgrounds. The university offers undergraduate and graduate programs of superior quality taught by a professionally active teaching faculty committed to promoting academic excellence. University programs and services are informed and guided by the following essential considerations:

- recognizing and responding to the increasingly complex global context of contemporary life;
- promoting community-based, experiential learning to create enduring and meaningful connections between education and other aspects of life;
- encouraging and providing opportunities for continuous education and growth; and
- developing an understanding of advanced applications of modern technology.

Clayton State University promotes excellence in teaching, research, and service to the people, the State of Georgia, the nation, and the international community. University graduates communicate effectively, think critically, learn and work collaboratively, demonstrate competence in their chosen field, and possess the capability of adapting to changing circumstances and new challenges. Clayton State University students are encouraged to develop an individually compelling sense of social and civic responsibility, community leadership and service to society.

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**University History**

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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.

Since coming to CSU, President Harden's principle initiatives have been 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 has authorized Clayton State to add 40 new undergraduate degrees and six graduate degree programs. The University also has 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.

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### **Graduate Degrees Offered**

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- Master of Archival Studies (MAS)
- Master of Arts in Liberal Studies (MALS)

- Master of Arts in Teaching - English (MAT)
- Master of Arts in Teaching - Mathematics (MAT)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Master of Science in Nursing (MSN)
- Master of Science in Psychology (MS)

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### Accreditation and Approvals

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#### Regional Accreditation:

- Clayton State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4500) to award the associate degree, the baccalaureate degree and the master's degree.

#### National Accreditations:

- Clayton State's School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).
- The Health Care Management Program holds the Association of University Programs in Health Administration Management (AUPHA) full certified undergraduate status.
- The Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

#### State or Local Approvals:

- The Nursing Program is approved by the Georgia Board of Nursing.

#### Financial Aid Programs:

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

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**General University Policies**

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**AA/EOI Notice.**

Clayton State University is an Affirmative Action/Equal Opportunity Institution. Clayton State University is committed to providing equal educational opportunity to all qualified individuals without discrimination on the basis of race, color, veteran's status, ethnic origin, sex, age, disability or handicap as a matter of University policy and as required by applicable State and Federal Laws (including Title VI, Title VII, Title IX, Sections 503 and 504, ADEA, ADA, E.O. 11246, and Rev. Proc. 75-50). Title IX Coordinator, Executive Director of Human Resources, 770-961-3526, Section 504/ADA Coordinator, Mr. John Brooks, 678-466-4230.

**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:

1. *the right to inspect and review education records maintained by the institution that pertain to the student;*
2. *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*
3. *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 Smoking Policy.**

Because Clayton State University cares about the health and safety of its students, faculty, staff, and the public, smoking is not permitted within thirty feet of any building on campus.

**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 Graduate Catalog; in such a case, the violation will be referred to the School of Graduate Studies in addition to the appropriate law enforcement agency.



## SERVICES FOR STUDENTS

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### Academic Services

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Academic Services for graduate students and faculty are offered through the following Offices and Centers:

- Library
- Center for Academic Success
- Center for Instructional Development
- Fayette Center

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### Library

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Clayton State University's Library is located in a two-story building adjacent to the Baker University Center. The library's services and collections are housed on the upper level, with the lower level of the building containing the library's Technical Services Department, Media Services, the Center for Academic Success, 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 several other computerized databases.

The library has 84,000 reference and circulating volumes and 23,195 bound periodical volumes. In addition, the library subscribes to over 600 periodicals in print format, back issues of which are retained in bound volumes or on microfilm. Several microfilm and microfiche reader/printers are available for scanning and copying the more than 280,000 microforms housed in the library. Reserve materials and audio-visual software may be checked out from the circulation desk; the library owns more than 11,400 pieces of audio-visual software, including DVDs, videotapes, audiotapes, and compact discs.



Through the OCLC/SOLINET network, the 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 the user. Both interlibrary loan and GIL Express services may be initiated from the library's web page.

The library seats 210 persons at tables and study carrels. Fifty carrels are equipped with Internet connections in addition to wireless access throughout the library reading area. Other library facilities available to students include a change machine, photocopiers, microfilm/microfiche reader/printers, and an audiotape cassette duplicating machine for non-copyrighted audiotapes.

The library is currently open 88 hours per week with librarians and well-trained support staff available to assist students in using library materials and equipment. Subject guides 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 library welcomes suggestions for improvements in its service and materials. Users may speak directly to the library staff or may put their written suggestions or recommendations in the library's suggestion box on its web page.

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**Center for Academic Success**

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The Center for Academic Success (CAS) offers a variety of services and resources to assist 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, skill-enhancing workshops on a variety of topics, a peer mentor program, instructional resources including software programs, and computer-based study behavior assessments.

Graduate school test preparation materials are also available for current and prospective students. Graduate students are encouraged to take advantage of CAS services. However, limited one-on-one tutoring services are available for graduate courses.

The Student Study Lounge, located adjacent to the Center for Academic Success, is available for individual and small group study. All services are available at no charge to currently enrolled Clayton State students

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**Center for Instructional Development**

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The Center for Instructional Development works with faculty members to improve instruction in a variety of ways, especially through the use of instructional technology. A state-of-the-art faculty lab and other facilities in the new University Center help keep Clayton State a leader in using technology to enhance teaching and learning. The Center for Instructional Development works especially closely with the faculty of the Communication and Media Studies program in order to give students in that program significant hands-on experience.

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**Fayette Center**

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In addition to the main campus, Clayton State University also provides instruction at its Fayette Center located in Peachtree City. Currently, the MBA program offers a full degree program in Peachtree City for those individuals living and working in the southwestern metropolitan area. The Fayette Center is located at 1200 Commerce Drive, Peachtree City, Georgia 30290.



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**Student Support Services**

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

- Financial Aid
- Registrar
- Office of Career Services
- Counseling Services
- Diversity Programs
- Disability Services
- Student Life and Orientation
- Information Technology Services
- Alumni Association
- Foundation
- University Health Services

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**Office of Financial Aid**

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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
- Nurse Faculty 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://adminsivices.clayton.edu/financialaid/scholarships.htm>.

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://adminsivices.clayton.edu/financialaid/maintaineligibility.htm>.
- 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 <http://adminsivices.clayton.edu/financialaid/> 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.

**HOPE Teacher Scholarship Loans**

The HOPE Teacher Scholarship Loan is for graduate study in critical shortage fields. The program is administered by the Georgia Student Finance Commission for individuals with a master's or specialist degree and undergraduates wanting to become a teacher. The program provides forgivable loans to individuals seeking advanced education degrees in critical shortage fields of study. Loans are repaid by teaching in a Georgia public school after a student earns an advanced degree. Applications are available from <http://www.gsfc.org>.

**Nursing Faculty Service Cancelable Loan**

The Nursing Faculty Service Cancelable Loan program was developed by the Health Care Workforce Policy Advisory Committee and is funded by the Georgia Department of Labor and the Robert W. Woodruff Foundation. Georgia Student Finance Authority (GSFA) manages this graduate education service cancelable loan program. For more information contact <http://www.gsfc.org>.

**Nurse Faculty Loan**

The Nurse Faculty Loan program offers advanced education nursing programs to prepare graduates to serve as faculty in a school of nursing. The program offers a cancellation provision for up to 85% of the total loan and requires service as a full-time nurse faculty for a consecutive four-year period at a school of nursing.

**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://adminservices.clayton.edu/financialaid/veterans.htm>.

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:

- University bookstore
- 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.

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#### **Office of the Registrar**

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The Registrar is responsible for maintaining all official student records of the University. Requests for transcripts and verification of enrollment should be directed to this office.

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**Office of Career Services**

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The Office of Career Services provides connections between students and the employment community. Students can access a variety of programs and services to assist them in developing resumes, learning to interview, and enhancing professional skills. Career Services provides online and in-person links to full-time, part-time, seasonal, and internship opportunities. Employers post opportunities online, recruit and interview on campus, and have access to student and graduate resumes through GeorgiaHire.com. Services available through the Office of Career Services include the following:

- Seminars and workshops related to professional development and an effective job or career search;
- Résumé critique services;
- Online access to employment and internship opportunities through LakerTrak.com;
- On-campus recruiting and interviewing;
- Web posting of student and graduate resumes for access by Georgia employers;
- Four annual career or job fairs;
- Job search assistance.

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**Counseling Services**

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Counseling Services provides confidential individual and group counseling for personal, academic, and career concerns, as well as outreach programming and consultative services to the University community. In addition, career assessment is available for a nominal fee. The counseling center employs professional counselors who are licensed to provide counseling and psychotherapy. Services are primarily short-term in nature and are for currently-enrolled Clayton State University students. Referrals to other helping professionals and community agencies are made as appropriate.

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**Office of Diversity Services**

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The Office of Diversity Services is available to address the unique needs of special student populations on the Clayton State University campus. The office works as an advocate for student interests by

assisting students in improving academic achievement and encouraging student participation in programming efforts that provide an enriching academic experience in cultural diversity. Such programs have included cultural diversity training, the Tradition series of campus programming, Lyceum, and Spivey Hall events. The director works with the Regents' Minority Advising Program, the Black Cultural Awareness Association, and the International Club. In addition, the office is involved in matters relating to policy and circumstances that affect minority students.

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### **Office of Disability Services**

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The Disability Resource Center at Clayton State University (CSU) is committed to ensuring equal educational opportunities to qualified individuals with disabilities. The University requires any person enrolled in any certificate, degree, or diploma program offered through CSU who seeks accommodations for his/her disability to submit documentation of such disability. The documentation is required to establish the individual as a person with a disability that substantially limits one or more of life's major activities and provides a solid rationale for reasonable accommodations.

The following are examples of the types of disabilities that may be eligible for services:

- Mobility Impairment
- Health Impairment
- Learning Disability
- Psychological Disability
- Attention Deficit/Hyperactivity Disorder
- Visual Impairment/Blindness
- Hard of Hearing/Deafness
- Speech/Language Impairment
- Brain Injury
- Any other condition that substantially limits one or more of life's major activities.

Documentation submitted to establish disability and support accommodations must be from by a licensed professional who is qualified in the appropriate specialty area and qualified to make the determination regarding the disability. The documentation must provide current and comprehensive evidence of the student's disability. Based on the documentation provided, students may be eligible for one

or more accommodations. Common accommodations may include extended test time, alternate text formats, note taking assistance, distraction-reduced testing environment, use of assistive technology, enlarged materials, assistive listening devices, and others.

For additional information, contact the Disability Resource Center at 678-466-5445 or [DisabilityResourceCenter@clayton.edu](mailto:DisabilityResourceCenter@clayton.edu).

Students and other non-employees who believe they have been discriminated against by the university in violation of the American's With Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 may file complaints about the discrimination or denial by the university to provide a requested accommodation. The right to file a complaint pursuant to this disability complaint procedure may be forfeited unless exercised within 30 days of the alleged discriminatory act or denial of accommodation. All properly filed complaints will be heard by a subcommittee of the university's ADA Committee and a final decision will be rendered by the Provost. Copies of the disability complaint procedure are available at the Disability Resource Center. A student with a disability complaint may choose to utilize this disability complaint procedure, the petition and appeals process of the college in which they are enrolled, or, in cases of a denied facility accommodation, the petition and appeals process of the college in which the request for a facility accommodation was made. Faculty and staff members may raise these same issues by using the university's employee grievance procedure.

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### **Office of Student Life and Orientation**

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Clayton State University has many clubs related to majors and interest areas. New groups are formed based on student interest. In addition, auditions open to all Clayton State University students are held throughout the year for a variety of Clayton State Theater presentations.

Each year a series of concerts, lectures and visual artists are presented for the intellectual enrichment and enjoyment of the student body and the community. Programs have included four Nobel laureates, numerous Pulitzer Prize recipients, and outstanding performance and visual artists. Spivey Hall, the University's acoustical gem of a recital hall, admits Clayton State University students to various

concerts at reduced prices. Many performances by Clayton State students and faculty are free. These co-curricular program offerings are a part of the University's philosophy of educating the whole person.

**Housing Information**

Information on housing near the campus is available to the students through the Office of Student Life (UC-250). New housing immediately adjacent to campus is specifically designed with students, in mind including computer hook-ups and roommate plans. However, the University neither approves nor disapproves specific housing arrangements, and the selection of student housing is the responsibility of the student and of his or her parents or guardians if the student is a minor.

**Graduate Student Health Insurance**

Individuals accepted to one of the graduate degree programs in the School of Graduate Studies at Clayton State University are required to submit proof of insurance to their Graduate Program Director at the initial advisement session. Individuals who do not have current insurance can visit the University System of Georgia website for the Student Health Insurance Program at [http://www.usg.edu/student\\_affairs/faq/health/](http://www.usg.edu/student_affairs/faq/health/)

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**Student Activities Center**

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The **Student Activities Center** is the hub for student activities, student organizations, programming and events, fitness, and fun! The Student Activities Center houses a two-floor fitness center complete with two full basketball and volleyball courts, aerobic and dance studios as well as a ballroom and pre-function space, TV lounge, student study areas, student organization offices and work space and a game room.

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**Office of Information Technology & Services**

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The Office of Information Technology & Services is especially important to students at Clayton State because of the University's commitment to using information technology to enhance teaching and learning. Clayton State is a laptop university, and all students are required to own or have ready, on-demand access to a notebook computer plus an Internet Service Provider at home for educational use. The Office of Information Technology & Services consists of four

departments—Administrative Systems, Client Computing Services, Media and Printing Services, and Telecommunications and Networking Services.

Administrative Systems operates and supports the University's student information systems in-house. Clayton State's financial and human resource systems are operated remotely from Athens.

Client Computing Services provides the campus with world-class support via telephone at 678-466-4357 (HELP), email at [thehub@clayton.edu](mailto:thehub@clayton.edu), and from two locations:

- The Hub Walk-up Service Counter in the University Center lobby is a drop-in Help Desk for laptop problems. The Hub Service counter is open from 8 to 8 Monday through Thursday and is certified to perform warranty work on covered computers purchased from preferred CSU vendors.
- The Hub Student Software Support Service located on the first floor of the Library loads the University's standard software bundle (operating system, MS Office Suite, antivirus, etc.) on student notebook computers. Software Support also assists students in learning how to use computers and software and can assist students who have problems with application software.

Media and Printing Services provide a wide range of support to the campus. Teaching at Clayton State is delivered via sophisticated classroom LCD presentation systems, and Media Services maintains and supports the presentations systems installed in CSU classrooms. Printing Services provides copying and printing services for the campus.

Telecommunications and Networking operates LakerNet, the campus network, and the University's servers. LakerNet consists of more than 5,000 hard-wired Ethernet ports in classrooms, the library, and lobbies of campus buildings. LakerNet also includes a wireless access cloud in all of the academic buildings. Telecommunications also provides all students, faculty, and staff with email accounts and operates the campus telephone system.

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### **Alumni Association**

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The Clayton State University Alumni Association provides a wide variety of programs and services to keep alumni in touch, informed, involved, and invested in their Alma Mater. The Alumni Association provides networking opportunities through academic, special interest, and geographic alumni clubs; personal development through career

services and educational programs; leadership and volunteer opportunities in student recruitment, legislative advocacy and community service; and social activities for rekindling friendships and fostering new ones. The Alumni Association invites graduates back to campus during the year for special celebrations and life-long learning and keeps graduates connected to Clayton State and to each other. Anyone who has attended Clayton State is considered an alumnus(a). The Alumni Association is governed by a volunteer board of directors, and specific programs are carried out with the assistance of alumni volunteers and the Alumni Association staff. For more information, please call 678-466-4477 or visit the website at <http://adminsivices.clayton.edu/alumni/index2.html> .

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### **Clayton State University Foundation**

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The Clayton State University Foundation, Inc., is an independent, nonprofit, tax-exempt charity incorporated under Section 501(c)(3) of the Internal Revenue Code. A gift to the foundation qualifies as a tax deductible, charitable donation. Management of the foundation is vested in a self-perpetuating Board of Trustees, and the foundation receives an annual independent audit. Through its board and committee structure, the foundation gives alumni and other volunteer friends a personal opportunity to help Clayton State accomplish its mission and goals. The foundation exists to raise, receive, manage, and disburse private gift funds for the benefit of Clayton State University. The majority of private support for scholarships, academic disciplines, endowments, and other programs from individuals and organizations is contributed through the foundation.

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### **Other Student Services**

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#### **Health Services (University Health Services) (678) 466-4940**

The mission of University Health Services is to provide accessible, cost effective, quality primary health care services, which in turn promotes work effectiveness and academic success. This is accomplished by providing accessible, cost-effective, quality treatment of minor illnesses/injuries, increasing student knowledge of wellness, and by promoting positive health behaviors and disease prevention.

The clinic provides services in the following areas: primary care, physical exams, allergy shots, selected immunization services, laboratory services, health education, prescription and non-prescription

medication, health screenings and individual counseling on health issues.

The health services staff also provides direct patient care, including diagnosis and treatment of illnesses and injuries. Students may use the clinic for unlimited office visits with the Nurse Practitioner and with the contract doctor by appointment on a fee for service basis, for a wide variety of acute care medical problems.

The Health fee covers unlimited office visits with the Nurse Practitioner each semester. All other immunizations, lab work, health screenings, medications and doctor visits require students to pay a fee for service cost. The Clinic provides a free Breast Cancer Awareness Fair every fall semester, hosts a Flu shot Fair every Fall for a service fee, and during spring semester hosts a Health Fair which offers free or at cost screenings such as Diabetes, cholesterol, osteoporosis, vision, sickle cell, and blood pressure screenings, etc.

The clinic is open Monday through Friday. Refer to website for posting of hours of operation and for the current fee schedule. Individuals accepted to one of the graduate degree programs in the School of Graduate Studies are required to submit their immunization form and supporting documents to the clinic for evaluation. These documents will be required to be submitted and approved before a student will be allowed to attend classes. Holds will be placed on a student's academic records by the clinic if proper documentation is not received. For more information about University Health Services call (678) 466-4940 or fax (678) 466-4944.

#### **Department of Public Safety (678) 466-4050**

The Department of Public Safety operates the fully certified University Police Department which is committed to preventing crime and promoting safety on and near the campus of Clayton State University.

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, each motorized vehicle operated at Clayton State University must be registered with the Department of Public Safety (678-466-4050, STC 117B) and must display an official Clayton State parking permit. A parking service fee is charged all students.

The campus speed limit is 20 mph, and all vehicles are required to stop for pedestrians. The University police are responsible for enforcing parking and traffic regulations. Emergency telephones are located in the parking lots.

The Department of Public Safety handles on-campus emergencies (678-466-4050, STC 117B).

**University Bookstore (678) 466-4220**

The Clayton State University Bookstore is a full-service facility located in the Student University Center. The University Bookstore features:

- New and used textbooks
- General and special order books
- School and office supplies
- Backpacks
- Gifts and cards
- University insignia merchandise
- Book buy back (during the days of final exams)
- Online purchases through the e-store (<http://www.ccsuestore.com>).

**LakerCard Center (678) 466-4215**

The LakerCard is the official Clayton State student ID. It is accepted as photo identification to access an array of services on campus, including the Library. Students can deposit money into the LakerCard account, allowing them to use the LakerCard as an on-campus debit card at the Clayton State University Bookstore, Lakeside Cafe, vending machines, student copying, SmartPrint (student printing), the University Health Services, and Public Safety.

**Lakeside Cafe (678) 466-4211**

The Lakeside Cafe provides a variety of menus for breakfast, lunch, and dinner. Selections include a salad bar, deli sandwiches, grill items, daily hot entrees, snacks, and hot & cold beverages. Catering Services offers catering for student organizations, faculty, staff, and the corporate community. The Lakeside Cafe accepts cash and the LakerCard for purchases.

**Vending (678) 466-4215**

Vending services are available across campus. Selections include cold drinks, snacks, and coffee. All vending machines accept cash and the LakerCard.

**Smartprint/Copying (678) 466-4215**

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, CAA, University Center and Music Building. Photo Copiers are located in the Library and University Center. Both services accept the LakerCard only for payment.

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### **Disruptive Behavior Policy**

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Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. When disruptive behavior occurs in the class, the instructor shall make reasonable effort to address the disruption with the student, preferably in private. Clayton State University encourages members of the University community to try to resolve problems informally whenever possible. Toward that end, the instructor and student may consult with the School of Graduate Studies or other University offices to discuss ways to resolve the situation informally at any time during the process set forth in this policy. Should the instructor elect to withdraw the disruptive student, the procedures published in the *Faculty Handbook* should be followed. Individual college or academic units may have supplementary procedures to deal with disruptive student behavior so long as those procedures are consistent with this policy. Where this policy conflicts with the *Student Code of Conduct*, this policy will prevail with respect to disruptive behavior in the academic setting.

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### **University Code of Conduct**

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Membership in the community of scholars known as Clayton State University as a student, a faculty member, or a staff member is a privilege. This membership carries with it obligations to participate in

and contribute to the educational mission of this institution. Concurrent with these obligations are rights and freedoms for each individual as guaranteed by the United States Constitution, including but not limited to the right to inquire, learn, communicate by speech or action, and assemble peaceably and the right to due process for grievances. These rights, as they pertain to students, are more specifically provided for in the “Student Code of Conduct and Policies” which can be found in the Graduate Catalog.

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### **Integrity in Research**

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Clayton State University maintains high ethical standards in research and requires all faculty, staff, and students engaged in research to comply with those standards. Cases of misconduct in research present a serious threat to continued public confidence in the integrity of the research process and the stewardship of federal funds. Misconduct is defined as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scholarly community for proposing, conducting, or reporting research. Clayton State will investigate and resolve promptly and fairly all instances of alleged or apparent misconduct. To obtain a copy of the *Integrity in Research Policy*, contact the Office of the Provost at (678) 466-4100.

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### **Intellectual Property**

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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.

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### **Federal and State Law Disclosure Requirements**

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Federal and state laws require all colleges and universities receiving federal funds to establish certain programs, policies, and procedures and distribute an annual report describing them and providing statistics regarding: graduation rates; drug, alcohol, and weapon violations; and certain crimes on campus, which include murder, robbery, aggravated assault, burglary, motor vehicle theft, and sex offenses. Clayton State University's annual report and information regarding these programs, policies, procedures, University Information and statistics are available upon a written request directed to the Clayton State University Office of the Provost, 2000 Clayton State Boulevard, Morrow, Georgia 30360.

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### **Equal Opportunity Policy**

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Clayton State University is an equal educational opportunity institution. Faculty, staff, and students are admitted, employed, and treated without regard to race, sex, color, age, religion, national origin, sexual orientation, or disability. Clayton State University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, Sections 503/504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veterans Readjustment Assistance Act, as well as other applicable federal and state laws. In compliance with these laws and regulations, Clayton State University has established the following specific policies:

#### **Civil Rights and Equal Employment Opportunities**

Clayton State provides equal employment and educational opportunities for all individuals without regard to race, sex, age, religion, color, national origin, sexual orientation, or disability. All Clayton State University educational and personnel actions will be governed by an affirmative action program developed in compliance with applicable federal and state law and regulations, and the policies of the Board of Regents of the University System of Georgia.

#### **Discriminatory and Sexual Harassment**

In an effort to foster a community in which there can be a free and open development of ideas, Clayton State is committed to maintaining a working and learning environment free of discriminatory and sexual harassment. Clayton State has adopted policies and procedures concerning harassment which may be obtained from the Office of the Provost. In addition to the procedures outlined in the policy, a

complaint may be filed with the Office of Opportunity Development/Diversity Education Planning, the University Information Ombudsperson, the Dean of Students, the respective college administrative unit, and the appropriate state or federal agencies. Faculty, staff and students can file complaints of sex discrimination with the Title IX coordinator, John Brooks, Director of Human Resources and Legal Affairs, in person at 218 Student University Center, by email at [JohnBrooks@clayton.edu](mailto:JohnBrooks@clayton.edu), by telephone at 678-466-4232.

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### **Clayton State University E-mail**

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Every student is assigned an official Clayton State University email address at the time of acceptance. It is essential that students regularly check this e-mail account. Academic departments and student service units across campus use e-mail as a means of communicating with students about official university business, and students are held responsible for this information. Students should note that the Clayton State University e-mail account is recorded in the student system and used regularly by campus departments rather than any individual account a student has for personal use.

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### **Intercollegiate Athletics**

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Clayton State University Athletics program features 10 sports and competes at the NCAA Division II-level in the Peach Belt Athletic 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 Kennesaw State, Columbus State, Georgia College, Armstrong Atlantic, and Augusta State. The conference consists of twelve Southeastern schools that have won several national championships.

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.

## **SCHOOL OF GRADUATE STUDIES**

*Dr. Thomas McIlwain, Interim Dean of Graduate Studies*

### **Administration**

Elizabeth Taylor, M.P.A

Assistant to the Dean of Graduate Studies



## **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, Political Science, and Liberal Arts
- Master of Business Administration

- Master of Health Administration
- Master of Science in Nursing
- Master of Arts in Teaching English (including secondary teaching certification)
- Master of Arts in Teaching Mathematics (including secondary teaching certification)
- Master of Archival Studies
- Master of Science in Psychology, concentrations in Applied Developmental and Clinical

**General Policies**

Clayton State University encourages applications for admission from qualified students regardless of gender, culture, race, religion, ethnic background, national origin, age, 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 [www.graduate.clayton.edu](http://www.graduate.clayton.edu). 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 [www.graduate.clayton.edu](http://www.graduate.clayton.edu). The form

must be forwarded to the Clayton State University Health Clinic 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 all materials needed to complete an application for admission to graduate study at Clayton State University. These materials include:

- general information,
- application forms, and
- supplemental information for international applicants.

You must contact the Graduate Program Director for the program to which you are applying for information about special requirements, and supplemental materials. Most of your questions concerning the admissions process will be answered if you read this information carefully.

### **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 department 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,
- entrance test scores,
- letters of recommendation,
- certification of finances forms (international applicants), and
- any 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 registration 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, as long as the request occurs prior to the start of the original semester of matriculation. 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. Deferred applications are referred to the department for reconsideration and a new admissions recommendation.

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. Students admitted to Provisional Status may be dismissed from their programs if the School of Graduate Studies feels the student is not making satisfactory progress toward promotion 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 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 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. An application will not be processed without the application fee, and there are no provisions to waive or postpone this fee. **The final deadlines for applications and supporting documents for graduate applicants with United States citizenship or permanent resident status are:**

Admit Term	Preferred Deadline	Final Deadline
Fall	June 15	July 15
Spring	October 15	November 15
Summer	March 15	April 15

Full application materials received by the preferred deadline will be given priority review. Those received after the final deadline for a given admit term will be recorded for the next available term. Please note some sSpecific degree programs may have earlier deadlines.

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

Desired Term	Application and Document Deadline
Fall	May 1
Spring	September 1
Summer	February 1

### **College Transcripts**

Two (2) official transcripts 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. Transcripts bearing the statement "issued to student" or transcripts submitted by the applicant are not considered official. 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 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 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](http://www.ets.org) and information on the GMAT may be obtained from the Graduate Management Admissions Council at [www.mba.com](http://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 are available on-line at <http://conted.clayton.edu/>. Other GMAT Test-Prep courses can be found at <http://business.clayton.edu/MBA/appinfo.htm>.

**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. 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](http://www.ets.org). Clayton State University's institution code for the TOEFL is 5145.

If you are taking the TOEFL paper based exam it will take approximately six weeks after your test date for the scores to reach our institution. 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 or DS-2019) is issued. The University is required by immigration authorities to verify the financial resources of each applicant prior to issuing the Form I-20 or DS-2019; 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 adviser or from the Graduate Program Director of their departments.



**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 at <http://adminservices.clayton.edu/financialaid/graduate.htm>.

**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:

- 1.a. 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.
- 1.b. 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. Foreign 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 foreign 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 continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve-month period, the student may continue his registration only upon the payment of fees at the non-resident rate.

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 obtained from the School of Graduate Studies. 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.

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#### **General Regulations on Tuition and Fees**

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Fees are established by the University System of Georgia and are subject to change. 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 responsibility of the student to be informed of, and to observe, all regulations and procedures regarding tuition, fees, payments, refunds and financial aid. 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. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that he or she was not informed of it by an adviser or other authority. Verbal misinformation is not grounds for a waiver of a regulation.

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 (<http://duck.clayton.edu/Schedule/>).

Tuition and fees usually increase every year and are subject to change without notice. For tuition and fees go to <http://adminservices.clayton.edu/registrar/fees.htm#GraduateTuitionSchedule>

### **Schedule of Classes**

A Schedule of Classes and registration instructions for each semester is on the University's website at (<http://duck.clayton.edu/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).

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. 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.

**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 University Bookstore and may also be available from off-campus sources. Materials may be ordered online from Clayton State's e-Store, [www.ccsuestore.com](http://www.ccsuestore.com). The cost of course materials varies with the course of study the student pursues.

**Students 62 Or Older (Senior Citizens)**

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.

**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.

**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 Human Resources for complete information.

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### Refund Policy

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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.
- 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. 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 Registrar's Office for details.)

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### **Bad Check and Delinquent Account Policy**

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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.

## **ACADEMIC POLICIES**

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### **Basic Graduate Student Responsibilities**

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

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### **Academic Advisement**

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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.

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### **Notebook Computers at Clayton State**

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It is the policy of Clayton State University that every student own or have ready, on demand access to a notebook computer to use for academic assignments and communications. These will often, but not always, require taking the computer to class.

### **Notebook Computer Policy**

For hardware and software specifications and additional details, go to the University's ITP-Choice website ([www.clayton.edu](http://www.clayton.edu) and click ITP-Choice).

1. **Computer Access.** Each Clayton State student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access.
  - A student has a variety of options for “access.” Student ownership of an appropriate computer will be the most common approach, but a student may also lease, rent, or share a notebook computer that meets minimum requirements as long as the student has regular, unrestricted access to the machine.
  - For students who choose ownership, a list of vendors of notebook computers is provided to all students on the University's Information Technology Project Choice website. Note the "Preferred" vendor status next to some of the vendors' names. Vendors are given preferred status only after training and authorizing the Clayton State help desk (the HUB) to perform in-warranty repairs on notebook computers purchased by Clayton State students. Use of a Clayton State preferred vendor is not required.
2. **Standard Software.** The notebook computer that the student has ready access to must include the Clayton State standard software load plus additional software needed for the student's major program.
  - Clayton State will make the standard software load available to currently enrolled students as part of the \$50.00 technology fee. It will be the student's responsibility to bring the notebook computer to the help desk (the HUB) to obtain the software.
  - Additional software necessary for specific courses and/or programs will be available for purchase from the Clayton State Campus Store and/or other vendors.
3. **Internet Access.** Each Clayton State student is required to have ready access to the Internet (World Wide Web) and to use a Clayton State e-mail address.
  - Each student will be responsible for making his or her own arrangement with an Internet Service Provider (ISP). No specific ISP is considered preferred by Clayton State although the University recommends high speed broadband access via DSL or

cable modem. Check with your local providers for availability, speeds and pricing. Students are cautioned to pay careful attention to the ISP's reputation for reliability and customer service.

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

- 4. Computer Skills.** Students will be responsible for having or obtaining basic computer skills including e-mail, Web surfing, and word processing. Higher level skills will be expected for many courses.
1. Clayton State will make training opportunities in basic computer skills available to students for no additional cost.
  2. Through a variety of means including free workshops, fee-based workshops, for-credit computer courses, and modules in courses, Clayton State will make training opportunities available in the computer skills necessary for the student's chosen program.
- Clayton State will provide a computer help desk (the HUB). The HUB will assist students with software problems. The HUB will assist with hardware problems only if the machines are under warranty and the HUB is certified by the vendor to service those machines.

#### **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**

Students must attend at least one regularly scheduled class meeting in each course during the first week of the term in order to remain registered in those classes. Students who do not attend any of their classes during the first week, are withdrawn from the university.

If extraordinary circumstances arise that prevent students from being physically present during the first week of the term, students wishing to be reinstated must:

1. be able to provide satisfactory documentation of extenuating circumstances such as a death in the immediate family, a serious illness or an unavoidable calamity beyond their control;
2. at the earliest opportunity, obtain permission from their instructor(s) to start late, and
3. request that the Dean of their school or college reinstates them in courses approved by the instructor(s).

Students should be aware that starting some or all classes late has serious academic and financial implications. Attendance is especially important for students receiving financial aid because failure to attend class in all registered courses affects the amount, distribution, and possibility of receiving financial aid awards.

#### **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 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* 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 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.

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### Immunizations

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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 Nurse Managed Clinic 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 Nurse Managed Clinic. 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 the Nurse Managed Clinic (<http://nursing.clayton.edu/nmc>).

**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.

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### Online Instruction

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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 television, 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 may 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 is 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 co-requisites. Details about registration are published each semester in printed and online versions ([www.clayton.edu](http://www.clayton.edu)).

*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. Students may be required to complete Computer Skills for Online Instruction (Clayton State 1010) or Introduction to WebCT (Clayton State 1011) before registering for some online courses or during the first weeks of the semester. Also, students should be aware that taking online classes requires excellent time management skills and good self-discipline. Online courses have added fees or a different tuition rate than in class courses.*

**Course Materials**

Printed texts, special software, or other supporting material needed for online courses can be obtained in person from the University Bookstore or online at [www.ccsuestore.com](http://www.ccsuestore.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 communicate with the instructor by the semester payment deadline. This communication may take place in person during the required Orientation Session. If the Orientation Session will be held after Late Registration, the student **MUST** contact the instructor by e-mail before the end of Late Registration.

If a student does not attend the Orientation or make contact with the instructor by the end of Late Registration, that student will be considered a “No Show” and will encounter the consequences explained in the semester Schedule of Classes.

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 by e-mail, they should call the school that offers the course (Arts & Sciences, (678) 466-4899; Business, (678) 466-4599; Nursing, (678) 466-4999; Information & Mathematical Sciences, (678) 466-4459; Professional Studies, (678) 466-4669).

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**Withdrawal From Courses**

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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. The form can be submitted on paper (Registrar’s Office, (678) 466-4150) or online ([www.clayton.edu](http://www.clayton.edu)). Students are strongly advised to print the confirmation of an online withdrawal.

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*.

**Automatic Involuntary Withdrawal**

Students who cease to attend but do not voluntarily withdraw from a course are, on a date after the midpoint of the course, automatically withdrawn from the course and assigned a grade of *WF*. (Note that a *WF* is treated as an *F* for GPA calculation purposes.) Students are strongly advised to consult the syllabi of their courses for their instructors' attendance policies.

**Military Withdrawal**

A student who is on active duty or is a military reservist (including members of the National Guard) may withdraw from the university if called for active duty or reassignment. The student must officially withdraw and submit Official Orders to Active Duty to the Office of the Registrar. A student is not eligible for a military withdrawal in any course in which the student has completed the course requirements (e.g., taking the final exam or submitting the final project). Elective fees are to be prorated according to the date on which the student officially withdraws. Students who withdraw and receive a full tuition refund will

receive a grade of “WM” (military withdrawal) for all courses from which the student has withdrawn.

**Non-Academic Withdrawal**

A student may be withdrawn from the university for non-academic reasons when in the judgment of the School of Graduate Studies, it is determined that the student has demonstrated behavior that: (a) poses a significant danger or threat of physical harm to self or to the person or property of others; or (b) interferes with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel. Except in situations where the student is believed to be an imminent threat to self or others, as determined at the sole discretion of the University, a student shall, upon request, be accorded an appropriate hearing prior to the final decision concerning his or her continued enrollment at the university. In situations involving an imminent threat, the Student will be provided a hearing as soon as practicable after the withdrawal occurs. The instructor will assign students who are non-academically withdrawn a grade of W or WF if they are withdrawn before the semester midpoint and a WF if they are withdrawn after the semester midpoint.

**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 ([www.clayton.edu](http://www.clayton.edu)) or in person (STC-239). Call (678) 466-4150 to obtain a form if in person or online is not feasible.

To be eligible for hardship withdrawal, a student must have met ALL of the following conditions:

1. experienced an emergency or other unanticipated hardship that makes continuation in the course or courses ill-advised,
2. been passing the course at the time that the emergency or other hardship arose,
3. acted responsibly by notifying his or her instructors or other University officials about the hardship situation as soon as possible after it arose, and
4. 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.

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.

### **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.

### **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.

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### **Grading System**

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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):

<u>Grade Symbol</u>	<u>Numerical Equivalent</u>
<i>A</i> excellent	4.00
<i>B</i> good	3.00
<i>C</i> unsatisfactory	2.00
<i>D</i> unsatisfactory	1.00
<i>F</i> unsatisfactory	0.00
<i>U</i> unsatisfactory	0.00
<i>WF</i> 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. 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:

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

$$30 \div 9 = \text{Grade Point Average of } 3.33$$

### **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.

No more than two (2) grades with "C" are allowed in a graduate program. Grades less than "C" are not counted toward the degree but are counted for GPA purposes. 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 Associate 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 *Graduate Student Handbook*.

### **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 12 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.

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### **Academic Standing**

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#### **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” in a graduate course are issued a letter of “academic warning” even if the cumulative 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 Institutional GPA falls below the minimum acceptable GPA of 3.0 are placed on Academic Probation. Students on Probation must contact their Graduate Program Coordinator to receive information and assistance. Students on Academic Probation are restricted to taking 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 attend workshops.

**Academic Suspension and Dismissal**

Students may be dismissed from graduate study when their cumulative GPA remains below 3.0 for two consecutive terms. 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 Coordinator. Reinstatement is not automatic. For those readmitted, the committee 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.

**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 schools and colleges of the University: Arts and Sciences, Business, Nursing, Information and Mathematical Studies, and Professional 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.

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.

**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 that 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 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.

### **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. The deadlines for submitting an application are

September 1, for Spring  
January 1, for Fall

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 six to 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 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 chapter 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.

### **Graduate Assistantships**

Each academic department offers opportunities for qualified students who have been accepted into one of the graduate degree programs to work as laboratory, research, or teaching assistants. Graduate assistants work as tutors, aid faculty members in research projects, supervise laboratories, and assist faculty who teach undergraduate courses. Students interested in graduate assistantships should contact the graduate program coordinator for specific information.

### **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 Coordinator. 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 Office). 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 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 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 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 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 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 21<sup>st</sup> 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 (shown above), which contains high-speed internet, model classrooms and a variety of laboratories with cutting-edge technology. We currently employ nearly 30 faculty who are active researchers.

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**Master of Archival Studies**

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**Richard Pearce-Moses, *Graduate Program Director***

Master of Archival Studies Program  
College of Information and Mathematical Sciences  
Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285

(678) 466-4400  
(678) 466-4459 (fax)  
rpearcemoses@clayton.edu

**Graduate Faculty**

Richard Pearce-Moses, *Assistant Professor*  
Cherie Long, *Professor of Information Technology*

Junfeng Qu, *Professor of Information Technology*

### **Mission and Goals**

The Master of Archival Studies program focuses on the theory, methodology, and practice of archives augmented by instruction in administrative, legal, economic, historical, managerial, and information studies as they relate to archival work. In addition to traditional archival courses, the MAS program explores the influence of information technology on the creation, preservation, and use of records. The program emphasizes experiential learning that will help students to apply what they are learning in archival work situations.

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

- 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
- Master the technical skills necessary to work with digital materials

### **Application Information**

Students may begin the program in the fall or spring. Completed applications that are received by June 15 for fall admission or by October 15 for spring will be given priority review. Applications received after that date may be accepted on a space-available basis. International students should submit applications by May 1 for fall and September 1 for spring.

To apply, a prospective student should submit the following

- Completed application for admission to the School of Graduate Studies, application for admission to the Master of Archival Studies, and a \$75 application fee. The application fee is non-refundable and may not be applied to any other university fees should you be

accepted. These forms are submitted electronically using the online application which is available on the School of Graduate Studies website under the forms tab.

- Two (2) official copies of transcripts of all undergraduate and graduate work previously undertaken. Admission to the Master of Archival Studies program requires a baccalaureate degree from an accredited college or university with a minimum 3.0 grade point average on a 4.0 scale. Please note: The School of Graduate Studies cannot be held responsible for delays that occur during the mailing process.
- Official Scores on the Graduate Record Exam (GRE). Official scores are mailed directly from the Educational Testing Service (ETS). The GRE institution code for Clayton State University is 5145.
- TOEFL scores for international applicants are required for those individuals who have not earned a baccalaureate degree from a United States institution and whose native language is not English. The minimum score on the written Test of English as a Foreign Language (TOEFL) is 550 and 213 on the computer-based test. The TOEFL may be waived for an applicant who has earned a baccalaureate degree from a regionally accredited institution in the United States.
- Three letters of recommendation (printable form). Three letters of recommendation that comment on the applicant's potential for success in a graduate academic program. Letters should be placed in sealed envelopes and contain the signature of the person writing the recommendation across the seal. Please Note: When you complete the on-line application for graduate admission you will have the opportunity to send your recommenders an email so that they can submit your letter of recommendation electronically. Once you have submitted your on-line application you will not be able to return to it to enter your recommenders contact details.
- A statement of purpose that is no more than two (2) typewritten pages, single-spaced. The statement should describe the applicant's pertinent personal and professional experience and education, as well as his or her interests and goals in pursuing the Master of Archival Studies degree.
- Completion and submission of immunization form. For more information, please contact University Health Services at 678-466-4940.

All application materials should be mailed to the School of Graduate Studies at the address listed below:

School of Graduate Studies  
Clayton State University  
2000 Clayton State Boulevard  
University Center, Suite 211  
Morrow, Georgia 30260  
(678) 466-4113  
graduate@clayton.edu

**Provisional Admission**

An applicant who fails to meet one or more of the standards required for admission as a regular student may be eligible for provisional admission, if space in the program is available, for up to one semester under conditions specified at the time of admission. Provisional students are limited to six (6) semester credit hours during their provisional semester. Failure to maintain at least a 3.0 grade point average during the provisional semester will result in dismissal.

**Academic Policies****Academic Progress**

Students shall complete course work within six years to earn the MAS degree. Any student who exceeds the six-year time limit for completing a degree must apply for admission to the degree program as a new student and begin a new planned program of study. Course credit over six years old will not be accepted in the new 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, degree candidates must maintain a B (3.0) average and must take at least one class per academic year in which the candidate is enrolled. Full-time enrollment for graduate students is 9 semester hours. Graduate students in good standing may enroll for 12 semester hours in any semester with the approval of the MAS Director.

Students admitted on a provisional basis are limited to 6 semester credit hours during their provisional semester. Failure to maintain at least a 3.0 grade point average during the provisional semester will result in dismissal.

**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.

**Residency Requirement**

To receive a graduate degree from Clayton State University, a student must complete at least 27 semester hours of program requirements at Clayton State University. All of these 27 hours must be completed after the student has been admitted to the degree program.

**Transfer Credit**

Graduate work taken at other Commission of Colleges (COC) regionally accredited institutions must be evaluated and approved by the director of the Master of Archival Studies in order to satisfy degree requirements at Clayton State University. Such transfer credit:

- cannot be for courses over five years old and must satisfy the six-year time limit rule to count toward degree credit
- cannot exceed 9 semester hours
- cannot reduce residency requirements

No grade below B may be accepted. Transfer grades are not used in calculating semester, summer term or cumulative grade-point averages. A student with transfer credit is required to do the capstone thesis option.

**Deferral**

Students who are admitted to the program may defer their admission for one semester.

**Withdrawal**

Students may withdraw from one or more courses any time before the last three weeks of the semester. To withdraw they should complete an official withdrawal form in the Office of the Registrar. Students who officially withdraw from courses before mid-semester will receive a "W" in those courses and receive no credit. They will not, however, suffer any academic penalty. Students who officially withdraw after mid-semester (and before the last three weeks of the semester) will receive a "WF," which will be counted as an "F" in the calculation of their grade point average. Exact withdrawal dates will be published in the official academic calendar and are subject to approval by the Board of Regents. Students who simply stop attending classes without officially withdrawing usually are assigned failing grades. The only exceptions to these withdrawal regulations will be for instances involving unusual circumstances that are fully documented. Students will receive refunds only when they withdraw from all their classes and only by the schedule outlined in the university System refund policy.

Students may withdraw from one or more courses any time before the last three weeks of the semester. To withdraw they should complete an official withdrawal form in the Office of the Registrar. Students who officially withdraw from courses before mid-semester will receive a “W” in those courses and receive no credit. They will not, however, suffer any academic penalty. Students who officially withdraw after mid-semester (and before the last three weeks of the semester) will receive a “WF,” which will be counted as an “F” in the calculation of their grade point average. Exact withdrawal dates will be published in the official academic calendar and are subject to approval by the Board of Regents. Students who simply stop attending classes without officially withdrawing usually are assigned failing grades. The only exceptions to these withdrawal regulations will be for instances involving unusual circumstances that are fully documented. Students will receive refunds only when they withdraw from all their classes and only by the schedule outlined in the university System refund policy.

**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 (<http://www.clayton.edu>) or in person.

To be eligible for hardship withdrawal, a student must have experienced an emergency or other unanticipated hardship that makes continuation in the course or courses ill-advised.

**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 5200 - Arrangement and Description of Archival Materials  
ARST 5300 - Traditional and Digital Preservation  
ARST 5500 - Archival Appraisal and Selection  
ARST 5410 - Introduction to Electronic Records

Research/Capstone (required)

ARST 6800 - Research Methods  
ARST 6900 - Internship/Directed Research (6 hours)  
OR  
ARST 6800 - Research Methods  
ARST 6999 – Thesis (6 hours)

Interdisciplinary Courses (elective)

Information Technology Concentration

ARST 5110 - Archives and the Web  
ARST 6610 - Law, Ethics and Archives  
ITFN 5000 - Intermediate Database Design for Archives  
ITFN 5010 - Data Warehousing  
ITFN 5100 - Metadata Architectures and Applications  
ITFN 5300 - Systems Analysis in Archives

OR

Archival Administration

ARST 5110 - Archives and the Web  
ARST 5400 - Electronic Records Management  
ARST 6186 - Project Planning and Management  
ARST 6610 - Law, Ethics and Archives  
ARST 6620 - Managing Archives  
ITFN 5000 - Intermediate Database Design for Archives

**COLLEGE OF ARTS AND SCIENCES**

**ADMINISTRATIVE OFFICERS**

Nasser Momayezi, *Dean*  
John G. Campbell, *Associate 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.



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**Master of Arts in Liberal Studies**

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***Dr. Wendy Burns Ardolino, Graduate Program Director***

Master of Arts in Liberal Studies  
College of Arts and Sciences  
Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285

(678) 466-4723  
(678) 466-4899 (fax)  
WendyBurnsArdolino@clayton.edu

**Graduate Faculty**

Nasser Momayezi, *Professor of Political Science & Dean of the College of Arts & Sciences*  
John Campbell, *Professor of Physics & Associate Dean of the College of Arts & Sciences*  
Randy Rosenburg, *Professor of History & Assistant Dean of College of Arts & Sciences*  
Barbara Goodman, *Professor & Chair of English*  
Brigitte Byrd, *Associate Professor of English*  
Gwendolyn Jones, *Professor of English*  
Gregory McNamara, *Associate Professor of English*  
Lajuan Simpson, *Associate Professor of English*  
Kathryn Pratt-Russell, *Associate Professor English*  
Susan Copeland, *Associate Professor of English*  
Ruth Caillouet, *Associate Professor of English*  
Gregory Flail, *Assistant Professor of English*  
Eugene Ngezem, *Assistant Professor of English*  
Mary Lamb, *Assistant Professor of English*  
E. Joe Johnson, *Associate Professor of French*  
Alexander Hall, *Associate Professor of Philosophy*  
Adam Tate, *Associate Professor of History*  
Chris Ward, *Associate Professor of History*  
Marko Maunula, *Associate Professor of History*  
Susan Tussing, *Professor of Music & Chair of Visual & Performing Arts*  
Steve Spence, *Associate Professor of English*  
Virginia Bonner, *Associate Professor of Film*  
Randy Clark, *Associate Professor of Journalism*

A. Rafik Mohamed, Associate Professor of Sociology & Chair of Social Sciences

Joseph Corrado, Assistant Professor of Political Science

Sean Mattie, Assistant Professor of Political Science

Donna McCarty, *Professor and Chair of Psychology*

Kitty Deering, *Professor of Psychology*

Antoinette Miller, *Associate Professor of Psychology*

Celeste Walley-Jean, *Assistant Professor of Psychology*

Deborah Deckner-Davis, *Assistant Professor of Psychology*

Sam Maddox, *Assistant Professor of Psychology*

Brian Goldman, *Associate Professor of Psychology*

Michelle Furlong, *Associate Professor of Biology & Chair of Natural Sciences*

Patricia Todebush, *Associate Professor of Chemistry*

Jere Boudell, Associate Professor of Biology

Wendy Burns-Ardolino, *Associate Professor of Liberal Studies*



### **Mission and Goals**

The Master of Arts in Liberal Studies degree (MALS) is an interdisciplinary, evening 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, this degree offers graduate students various opportunities:

- to grow in their awareness of cultural tendencies;
- to cultivate their analytical and communication skills to reach their full potential;
- to develop and expand a commitment to others;
- to attain a liberal studies perspective on contemporary problems and opportunities;
- to broaden their general knowledge and satisfy their intellectual curiosity;
- to strengthen their capacity to think critically and creatively;
- to gain insights into the relationships between disciplines, ideas, and historical developments; and
- to prepare for advanced work at the doctoral level.

#### **Additional Admission Requirements**

In addition to the general requirements of the School of Graduate Studies the Office of Interdisciplinary Studies has the following requirements:

- a. A baccalaureate degree from an accredited college or university with a minimum 3.0 grade point average on a 4.0 scale.
- b. A minimum total General Test of the Graduate Record Examination (GRE) score of 950 (verbal and quantitative) is required with a minimum score of 500 verbal; a minimum score of 3.5 in analytic writing is required.
- c. A statement of purpose for seeking a Master of Arts in Liberal Studies degree. This brief autobiographical essay, no more than 2 typewritten pages single spaced, should describe the applicant's pertinent personal and professional experience and education, as well as his or her interests and goals in pursuing the MALS degree.
- d. Three letters of recommendation which comment on the potential for success in an academic program.

#### **Transfer Credit**

Graduate work taken at other Commission of Colleges (COC) regionally accredited institutions must be evaluated and approved by the Graduate Program Coordinator of the Master of Arts in Liberal Studies in order to satisfy degree requirements at Clayton State University. Such transfer credit:

- cannot be for courses over five years old and must satisfy the six-year time limit rule to count toward degree credit

- cannot exceed six (6) semester hours
- cannot reduce residency requirements

No grade below a B may be accepted. Transfer grades are not used in calculating semester, summer term or cumulative grade-point averages.

A student with transfer credit is required to do the capstone thesis option.

### **Satisfactory Academic Progress Requirements**

To remain a student in good standing, degree candidates must maintain a 3.0 (B) cumulative grade point average and must take at least one class per academic year in which the candidate is enrolled. Full-time enrollment for graduate students is six (6) semester hours. Graduate students in good standing may enroll for nine (9) semester hours with the approval of the Graduate Program Coordinator and the Dean of the School of Graduate Studies. Students admitted on a provisional basis are limited to six (6) semester credit hours during their provisional semester. Failure to maintain at least a 3.0 grade point average during the provisional semester will result in dismissal.



### **Master of Arts in Liberal Studies Degree Program Requirements**

Each student will complete thirty-six (36) semester hours of MLA 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 will take the required Introduction to Graduate Studies course (3 hrs.). Also, in this and subsequent semesters, additional foundational seminars (9 hrs.) will provide all 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 hrs.). Students may select from one of four areas in this degree program: Liberal Arts, English, History, or Political Science. Students have two options (6 hrs.) in completing the program: The Capstone Thesis Option or The Capstone Non-Thesis Option.

**Degree Requirements:**

**Master of Arts in Liberal Studies**

**Concentration in Liberal Studies**

**Concentration in English**

**Concentration in History**

**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

<b>The Foundational Seminars (12 hrs.):</b>				
<b>MALS 5000</b>				
<b>Introduction to Graduate Studies (3-0-3)</b>				
<b>Choose 3 of the following courses:</b>				
<b>ART 5000</b> Great Works in Art History (3-0-3)	<b>ENGL 5000</b> Great Books (3-0-3)	<b>MUSC 5000</b> Great Works in Musical History (3-0-3)	<b>PHIL 5000</b> Classics of Philosophy (3-0-3)	<b>POLS 5000</b> Great Political Thinkers (3-0-3)
<b>The Academic Concentration</b>				

<p><b>Liberal Arts (18 hrs.)</b></p>	<p><b>Political Science (18 hrs.)</b></p>	<p><b>English (18 hrs.)</b></p>	<p><b>History (18 hrs.)</b></p>
<p><b>A. Choose 3 to 6 of the following courses:</b></p> <ul style="list-style-type: none"> <li>• <b>ART 5201</b> Modern and Contemporary Visual Arts in the US (3-0-3)</li> <li>• <b>CMS 5310</b> Contemporary Cinema Studies (3-0-3)</li> <li>• <b>CMS 5610</b> Digital Culture (3-0-3)</li> <li>• <b>MALS 5800</b> Selected Topics in Liberal Studies (3-0-3)</li> <li>• <b>IDST 5201</b> The Science in Science Fiction (3-0-3)</li> <li>• <b>IDST 5202</b> Contemporary Irish Fiction, Film,</li> </ul>	<p><b>Choose 6 of the following courses.</b></p> <ul style="list-style-type: none"> <li>• <b>POLS 5100</b> American Politics (3-0-3)</li> <li>• <b>POLS 5110</b> Federalism (3-0-3)</li> <li>• <b>POLS 5139</b> Public Law (3-0-3)</li> <li>• <b>POLS 5155</b> Campaigns and Electoral Politics (3-0-3)</li> <li>• <b>POLS 5170</b> Legislative Process (3-0-3)</li> <li>• <b>POLS 5180</b> Presidential Politics (3-0-3)</li> <li>• <b>POLS</b></li> </ul>	<p><b>Choose 6 of the following courses:</b></p> <ul style="list-style-type: none"> <li>• <b>ENGL 5020</b> Methods of Teaching English (3-0-3)</li> <li>• <b>ENGL 5030</b> Methods of Teaching English II (3-0-3)</li> <li>• <b>English 5100</b> Literary Theory (3-0-3)</li> <li>• <b>ENGL 5114</b> Literature of the Adolescent Experience (3-0-3)</li> <li>• <b>ENGL 5150</b> Studies in Shakespeare (3-0-3)</li> <li>• <b>ENGL 5120</b> Studies in Nineteenth Century American Literature and Culture (3-0-3)</li> <li>• <b>ENGL 5130</b> Studies in Southern Literature</li> </ul>	<p><b>Choose 6 of the following courses:</b></p> <ul style="list-style-type: none"> <li>• <b>HIST 5050</b> Historical Methods and American Historiography (3-0-3)</li> <li>• <b>HIST 5100</b> African-American History (3-0-3)</li> <li>• <b>HIST 5120</b> Colonial American History to 1763 (3-0-3)</li> <li>• <b>HIST 5125</b> The American Revolution and the New Nation, 1763-1815 (3-0-3)</li> <li>• <b>HIST 5130</b> Antebellum America and the Civil War, 1815-1865 (3-0-3)</li> <li>• <b>HIST 5135</b> U.S. History from Reconstruction to World War I (3-0-3)</li> </ul>

<p>History, and Politics (3-0-3)</p> <ul style="list-style-type: none"> <li>• <b>PHIL 5201</b> Philosophy in the US (3-0-3)</li> <li>• <b>PSYC 5201</b> Psychoanalysis and Society (3-0-3)</li> <li>• <b>SOCI 5201</b> Religion &amp; the Family in America (3-0-3)</li> <li>• <b>THEA 5201</b> Contemporary US Theater (3-0-3)</li> </ul> <p><b>B. Choose 0-3 courses from any of the four areas of concentration.</b></p>	<p><b>5190</b> Studies in Politics - Selected Topics (3-0-3)</p>	<p>(3-0-3)</p> <ul style="list-style-type: none"> <li>• <b>ENGL 5140</b> Studies in Twentieth Century American Literature and Culture (3-0-3)</li> <li>• <b>ENGL 5210</b> Studies in Renaissance Literature (3-0-3)</li> <li>• <b>ENGL 5250</b> Studies in Nineteenth Century British Literature and Culture (3-0-3)</li> <li>• <b>ENGL 5260</b> Studies in Twentieth Century and Twenty-First Century British Literature (3-0-3)</li> <li>• <b>ENGL 5300</b> Literature by American Women (3-0-3)</li> <li>• <b>ENGL 5350</b> Studies in Gender and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HIST 5140</b> U.S. History from World War I to World War II (3-0-3)</li> <li>• <b>HIST 5200</b> History of the American South (3-0-3)</li> <li>• <b>HIST 5400</b> Twentieth Century US History (3-0-3)</li> <li>• <b>HIST 5500</b> Twentieth Century World History (3-0-3)</li> <li>• <b>HIST 5520</b> Themes in World History from the Congress of Vienna to 1914 (3-0-3)</li> <li>• <b>HIST 5530</b> Themes in Twentieth Century World History (3-0-3)</li> <li>• <b>HIST 5600</b> The Atlantic World (3-0-3)</li> </ul>
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		<p>Sexuality in American Literature and Culture (3-0-3)</p> <ul style="list-style-type: none"> <li>• <b>ENGL 5400</b> Studies in African American Literature and Culture (3-0-3)</li> <li>• <b>ENGL 5410</b> The African American Novel (3-0-3)</li> <li>• <b>ENGL 5450</b> Race and Ethnicity in American Literature and Culture (3-0-3)</li> <li>• <b>ENGL 5620</b> Postcolonial Theory and Literature (3-0-3)</li> <li>• <b>ENGL 5710</b> Contemporary American Poetry (3-0-3)</li> <li>• <b>ENGL 5720</b> Contemporary American Fiction (3-0-3)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HIST 5700</b> American Military History (3-0-3)</li> <li>• <b>HIST 5800</b> Modern American Popular Culture (3-0-3)</li> <li>• <b>HIST 5900</b> American Environmental History (3-0-3)</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>ENGL 5800</b> Selected Topics in Literature and Culture (3-0-3)</li> </ul>	
<p style="text-align: center;"><b>The Capstone Experience</b></p> <p style="text-align: center;">Candidates for the MA in Liberal Studies have two options in order to satisfy the final requirement for the degree:</p>			
<p style="text-align: center;"><b>Non-Thesis (6)</b></p> <p>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 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 three MALS faculty.</p>		<p style="text-align: center;"><b>Thesis (6)</b></p> <p>Candidates in any one of the areas of concentration may choose to write a thesis</p>	

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**Master of Arts in Teaching English**

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**Dr. Ruth Caillouet, Graduate Program Director**

Master of Arts in Teaching English  
College of Arts and Sciences  
Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285

(678) 466-4741  
(678) 466-4899 (fax)  
RuthCaillouet@clayton.edu

**Graduate Faculty**

Dr. Brittitt Byrd, *Assistant Professor of English*  
Dr. Ruth Caillouet, *Associate Professor of English*  
Dr. Susan Copeland, *Associate Professor of English*  
Dr. Barbara Goodman, *Professor and Chair of English*  
Dr. Edward Joseph Johnson, *Associate Professor of Foreign Languages*  
Dr. Gwendolyn Jones, *Professor of English*  
Dr. Mary Lamb, *Assistant Professor of English*  
Dr. Gregory McNamara, *Associate Professor of English*  
Dr. Eugene Ngezem, *Assistant Professor of English*  
Dr. Kathryn Pratt—Russell, *Associate Professor of English*  
Dr. LaJuan Simpson, *Associate Professor of English*

**Mission and Goals**

The Master of Arts in Teaching English is designed for individuals who hold a bachelor's degree in English or a related area and/or have a provisional teaching certificate in the discipline. The degree offers two tracks of study. 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 English in grades 6-12. The non-certification track prepares educators to teach at the post-secondary level.

The program consists of English 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 in English.

This degree offers students opportunities:

- to develop or hone pedagogical skills for teaching English 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 English through eighteen hours of intensive graduate coursework in the discipline.

### **Teacher Education Conceptual Framework**

The Master of Arts in Teaching with concentration in Secondary English 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 are competent, caring and committed individuals.” 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. English program requires an earned baccalaureate degree in English (or a closely related field which includes at least twenty-one (21) hours of coursework in English) from an accredited college or university.

The following items, in addition to those submitted to the Graduate School, should be submitted to the MAT English Program Coordinator:

- [A completed MAT English application form](#) and a \$25 non-refundable application fee, payable to MAT—Clayton State University.
- **Three letters of recommendation** (which comment on the potential for success in an academic program) must accompany the application. Letters should be placed in sealed envelopes

and contain the signature of the person writing the recommendation across the seal.

- A **statement of purpose** for seeking a Master of Arts in Teaching degree. This brief essay, no more than two double spaced pages, should describe the applicant's interests and goals in pursuing the MAT degree.
- Sample of at least two (2) five to ten (5-10) page **upper division course writings** which show potential for graduate work in English.
- **Official Scores from the Graduate Record Exam (GRE).** Official Scores should be mailed directly from the Educational Testing Service (ETS). The GPE code assignment for Clayton State University is 5145. A minimum total score of 950 (verbal and quantitative) with a minimum of 500 verbal score and a minimum of 3.5 (analytic writing) on the General Test of the Graduate Record Examination (GRE) are required for full admission status. The GRE requirement may be waived for applicants who have earned an advanced degree.
- 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.
- Completion and submission of **immunization form**.
- **TOEFL scores for international applicants** whose native language is not English. International applications whose native language is not English must have earned a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL) or 213 on the computer based TOEFL test. The TOEFL may be waived for any applicant who has graduated from a college or university in the United States accredited in a manner accepted by Clayton State University or who is a U.S. citizen. International applicant must submit completed applications by July 15 for Fall Semester and December 1 for Spring Semester.

Provisional Admission: A student failing to meet one or more of the standards required for admission as a regular student may be eligible for provisional admission, if space in the program is available, of up to one semester under conditions specified at the time of admission

by the Admissions' Committee. Students who fail to make progress under provisional admission will be withdrawn from the program.

**Transfer Credit**

Graduate work taken at other Commission of Colleges (COC) regionally accredited institutions must be evaluated and approved by the coordinator of the Master of Arts in Teaching English in order to satisfy degree requirements at Clayton State University. Such transfer credit:

- cannot be for courses over five years old and must satisfy the six-year time limit rule to count toward degree credit
- cannot exceed 9 semester hours
- cannot reduce residency requirements

No grade below B will be accepted. Transfer grades are not used in calculating semester, summer term, or cumulative grade-point averages.

**Satisfactory Academic Progress Requirements**

To remain a student in good standing, degree candidates must maintain a B (3.0) average and must take at least one class per academic year in which the candidate is enrolled. Full-time enrollment for graduate students is 9 semester hours. Graduate students in good standing may enroll for 12 semester hours in any semester with the recommendation of the MAT English Program Coordinator and approval by the Graduate Dean. Students admitted on a provisional basis are limited to 6 semester credit hours during their provisional semester. Failure to maintain at least a 3.0 grade point average during the provisional semester may result in dismissal.

**Degree Requirements**

Each student will complete 36 semester hours of MAT course work with a minimum grade point average of 3.0. At least 27 of these credits must be taken at Clayton State University. The curriculum will be delivered over four 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 enrolled in the certification track will spend the last semester session completing an action research project and finishing

content courses. While faculty in the Department of English will teach the English content and methods courses, faculty from the Department of Teacher Education will teach the professional education courses and 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 while the Department of English will conduct internships for the post-secondary track. Students enrolled in the post-secondary track will write a thesis as the culmination of the program.

**Summary Degree Requirements for Certification Track:**

36 graduate credits, including:

- 18 credits in Education
- 18 credits in content area of English

**Summary Degree Requirements for Post-Secondary Track:**

The non-certification track will include 36 hours of English and pedagogy classes. Students in the non-certification track will take at least 12 hours of educationally related classes. The Department of English will design an individual degree program for applicants who choose this track.

An internship in teaching college English and a thesis are required for program completion.

<b>Sample Four-Semester Schedule of Coursework—Certification Track</b>			
<b>SEMESTER 1 Foundational Studies</b>	<b>SEMESTER 2 Pedagogical &amp; Content Studies &amp; Practicum</b>	<b>SEMESTER 3 Content Studies &amp; Clinical Experiences</b>	<b>SEMESTER 4 Content Studies and Applied Research</b>
<b>EDUC 5100</b> Social and Cultural Awareness in American Education (3 hrs)	<b>EDUC 5101</b> Exceptionalities & Cognitive Development of Learners (3 hrs)	<b>EDUC 5300</b> Internship Seminar (1 hr)	<b>EDUC 5400</b> Action Research Project Supervision (2 hrs)

<b>EDUC 5200</b> Curriculum & Instruction for Teaching Secondary School Learners (3 hrs)	<b>EDUC 5102 Practicum I</b> (1 hr)	<b>EDUC 5301</b> Internship (4 hrs)	
	<b>EDUC 5201 Practicum II</b> (1 hr)		
	<b>English 5020</b> (3 hrs)	<b>English 5030</b> (3 hrs)	
<b>English Content I</b> (3 hrs)	<b>English Content II</b> (3 hrs)	<b>English Content III</b> (3 hrs)	<b>English Content IV</b> (3 hrs)
<b>9 hours</b>	<b>11 hours</b>	<b>11 hrs</b>	<b>5 hrs</b>
			<b>Total = 36 hours</b>

**Summary of Course Requirements:**

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**Education Courses (18 Semester Hours; Certification Track)**

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- 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 5201 Practicum II
- EDUC 5300 Internship Seminar
- EDUC 5301 Secondary School Internship
- EDUC 5400 Action Research Project

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**English Courses (18 semester hours)**

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**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 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 5114 Adolescent Experience in Literature
- ENGL 5150 Studies in Shakespeare
- ENGL 5210 Studies in Renaissance Literature
- ENGL 5250 19<sup>th</sup> Century British Literature
- ENGL 5260 20<sup>th</sup> / 21<sup>st</sup> 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

Students who are not in the certification track will choose courses from the following list with permission from the program coordinator.

- ENGL 6300 Internship in Teaching College English
- ENGL 6400 Directed Research in English
- ENGL 6995 Thesis Research
- ENGL 6999 Thesis Preparation

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**Master of Arts in Teaching Mathematics**

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**Dr. Linda E. Nash, *Graduate Program Director***

Master of Arts in Teaching Mathematics  
College of Information and Mathematical Sciences  
Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285

(678) 466-4435  
(678) 466-4459 (fax)  
[LindaNash@clayton.edu](mailto:LindaNash@clayton.edu)

**Graduate Faculty**

Christian Barrientos, *Assistant Professor of Mathematics*  
Nathan Borchelt, *Associate Professor of Mathematics*  
Michael Dancs, *Associate Professor of Mathematics*  
Anthony Giovannitti, *Professor of Mathematics*  
Wei-hu Hong, *Associate Professor of Mathematics*  
Elliot Krop, *Assistant Professor of Mathematics*  
Linda Nash, *Professor of Mathematics*  
Lila F. Roberts, *Professor of Mathematics, Dean of the College of Information and Mathematical Sciences*

**Mission and Goals**

The Master of Arts in Teaching (M.A.T.) is designed for individuals who hold a bachelor's degree in mathematics or closely related field. The program will consist of content specific classes, professional studies classes, content methods courses, and field-based and clinical experiences. Most content and professional education courses will emphasize use of technology and action research with pupils in diverse school settings. The initial certification track will prepare interested persons to receive a master's degree while also preparing them to become certified to teach secondary mathematics. Both tracks ensure that the graduate will have a minimum of 18 graduate hours in mathematics. This will satisfy SACS requirements for teaching mathematics at the undergraduate level.

This degree offers students opportunities:

- to develop or hone pedagogical skills for teaching mathematics 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
- to study mathematics through eighteen hours of intensive graduate coursework in the discipline.

### **Teacher Education Conceptual Framework**

The Master of Arts in Teaching Mathematics will embrace the tenets of Clayton State University's Teacher Education Conceptual Framework. The theme of this framework is to prepare teacher candidates to become "collaborative, reflective professional educators who are competent, caring and committed individuals." In particular, program graduates should be able to:

1. Diagnose student needs;
2. Plan for student learning;
3. Facilitate student learning;
4. Demonstrate appropriate content knowledge;
5. Foster student well-being to promote learning; and
6. Assume the role of professional teacher

### **General Requirements for Admission to the School of Graduate Studies**

To be considered for M.A.T. admission, applicants must first submit an application for admission to The School of Graduate Studies and the following credentials to the Office of Graduate Studies:

- Completed Clayton State University [Graduate Studies application](#) form and a \$50 application fee. The fee is non-refundable and may not be applied to any other university fees.
- **Official transcripts** of all undergraduate and graduate work previously undertaken. Two copies of each official transcript containing the university seal must be mailed directly from all institutions where undergraduate and graduate work was previously undertaken. Admission to the M.A.T. program is in addition to admissions to the Graduate School.

- **Official Scores from the Graduate Record Exam.** Official scores should be mailed directly from the Educational Testing Service (ETS). The GRE code assignment for Clayton State University is 5145. A minimum total score of 950 (verbal and quantitative) with a minimum of 500 verbal score and a minimum 3.5 (analytic writing) on the General Test of the Graduate Record Examination (GRE) are required for full admission status. The GRE requirement may be waived for applicants who have earned an advanced degree.
- **TOEFL scores for international applicants** whose native language is not English. International applicants whose native language is not English must have earned a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL) or 213 on the computer based TOEFL test. The TOEFL may be waived for any applicant who has graduated from a college or university in the United States accredited in a manner accepted by Clayton State University or who is a U.S. citizen. International applicants must submit completed applications by March 1 for Fall Semester, and July 1 for Spring Semester.
- Completion and submission of **immunization form**.

#### **Additional Requirements for the M.A.T. Mathematics Program**

The following items should be submitted to the School of Graduate Studies:

- A [completed M.A.T. Mathematics application form](#) and a \$25 non-refundable application fee, payable to M.A.T. - Clayton State University.
- Admission to the M.A.T. program requires a baccalaureate degree in mathematics (or a closely related field such as Physics, Statistics, Mechanical Engineering, etc.) from an accredited college or university. All students 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.
- **Three letters of recommendation.** Three letters of recommendation which comment on the potential for success

in an academic program must accompany the application. Letters should be placed in sealed envelopes and contain the signature of the person writing the recommendation across the seal.

- A **statement of purpose** for seeking a M.A.T. Mathematics degree. This brief essay, no more than two double spaced pages, should describe the applicant's interests and goals in pursuing the M.A.T. degree.
- **Passing scores on GACE Basic Skills Assessment** ([Georgia Assessment for the Certification of Educators](#)) are required for admission to the 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.

All application materials should be mailed to the School of Graduate Studies at the address listed below:

School of Graduate Studies  
Clayton State University  
2000 Clayton State Boulevard  
University Center, Suite 211  
Morrow, Georgia 30260  
(678) 466-4113  
graduate@clayton.edu

**Provisional Admission:** A student failing to meet one or more of the standards required for admission as a regular student may be eligible for provisional admission, if space in the program is available, of up to one semester under conditions specified at the time of admission. Students who fail to make progress under provisional admission will be withdrawn from the program.

### **Transfer Credit**

Graduate work taken at other Commission of Colleges (COC) regionally accredited institutions must be evaluated and approved by the coordinator of the Master of Arts in Teaching Mathematics in order to

satisfy degree requirements at Clayton State University. Such transfer credit:

- cannot be for courses over five years old and must satisfy the six-year time limit rule to count toward degree credit
- cannot exceed 9 semester hours
- cannot reduce residency requirements

No grade below B may be accepted. Transfer grades are not used in calculating semester, summer term or cumulative grade-point averages.

### **Satisfactory Academic Progress Requirements**

To remain a student in good standing, degree candidates must maintain a B (3.0) average and must take at least one class per academic year in which the candidate is enrolled. Full-time enrollment for graduate students is 9 semester hours. Graduate students in good standing may enroll for 12 semester hours in any semester with the approval of the M.A.T. Mathematics Coordinator. Students admitted on a provisional basis are limited to 6 semester credit hours during their provisional semester. Failure to maintain at least a 3.0 grade point average during the provisional semester will result in dismissal.

### **Degree Requirements**

Each student will complete 36 semester hours of MAT course work with a minimum grade point average of 3.0. At least 27 of these credits must be taken at Clayton State University. For students entering in the summer, the curriculum will be delivered over four semesters beginning with summer I, following with fall semester and spring semester, and ending with summer II.

### **Degree Requirements (Certification Track):**

- EDUC 5100 Social and Cultural Awareness in American Education (3)
- EDUC 5101 Exceptionalities and Cognitive Dev. of Learners (3)
- EDUC 5200 Curriculum and Instruction for Teaching Secondary School Learners (3)
- EDUC 5102 Practicum I (1)
- EDUC 5201 Practicum II (1)

- EDUC 5300 Internship Seminar (1)
- EDUC 5301 Secondary School Internship (4)
- EDUC 5400 Action Research Project (2)
- MATH 5010 - Modern Methods of Teaching Mathematics (3)
- MATH 5250 - Elementary Number Theory (3)
- MATH 5231 - Modern Geometry (3)
- MATH 5100 - History of Mathematics (3)
- Two additional MATH courses at the 5000 level or above (6)

**Degree Requirements (Post-Secondary Track):**

- EDUC 5100 Social and Cultural Awareness in American Education (3)
- EDUC 5101 Exceptionalities and Cognitive Development of Learners (3)
- EDUC 5400 Action Research Project (2)
- MAED 6200 - Theory and Research in Mathematics Education (3)
- MAED 6300 - Internship in Teaching College Mathematics (3)
- MAED 6400 - Directed Research in Mathematics Education (1)
- MATH 5010 - Modern Methods of Teaching Mathematics (3)
- MATH 5250 - Elementary Number Theory (3)
- MATH 5231 - Modern Geometry (3)
- MATH 5100 - History of Mathematics (3)
- Three additional MATH courses at the 5000 level or above (9)

<b>Sample Four-Semester Schedule of Coursework</b>			
<b>SUMMER I</b>	<b>FALL</b>	<b>SPRING</b>	<b>SUMMER II</b>
<b>EDUC 5100 (3)</b>  <b>EDUC 5200 (3)</b>	<b>EDUC 5101 (3)</b>  <b>EDUC 5102 (1)</b>  <b>EDUC 5201 (1)</b>	<b>EDUC 5300 (1)</b>  <b>EDUC 5301 (4)</b>	<b>EDUC 5400 (2)</b>
<b>MATH 5231 (3)</b>	<b>MATH 5010 (3)</b>	<b>MATH 5220 (3)</b>	<b>MATH 5250 (3)</b>

	<b>MATH 5130</b> (3)		<b>MATH 5100 (3)</b>
<b>9 hours</b>	<b>11 hours</b>	<b>8 hours</b>	<b>8 hours</b>
<b>Total = 36 hours</b>			

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**Education Information for Master of Arts in Teaching**

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**Dr. Shayla Mitchell*****Graduate Program Coordinator (Education)***

Master of Arts in Teaching  
Department of Teacher Education  
College of Arts and Sciences  
Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285  
(678) 466-44822  
(678) 466-4899 (fax)  
[ShaylaMitchell@clayton.edu](mailto:ShaylaMitchell@clayton.edu)

**Graduate Faculty**

Dr. Dennis Attick, *Assistant Professor of Teacher Education*  
Dr. Mary Hollowell, *Associate Professor of Education*  
Dr. David Messer, *Assistant Professor in Curriculum and Instruction*  
Dr. Shayla Mitchell, *Assistant Professor of Education*  
Dr. Mari Roberts, *Assistant Professor of Education*

**Mission and Goals**

The Master of Arts in Teaching English and the Master of Arts in Teaching Mathematics are designed for individuals who hold a bachelor's degree in English or mathematics or related areas and/or have a provisional teaching certificate in either of the disciplines. The program will consist of English and mathematics 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 and the opportunity for teacher certification in grades 6-12 English or mathematics.

**Teacher Education Conceptual Framework**

The Master of Arts in Teaching with concentration in Secondary English or Secondary Mathematics 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 are competent, caring and committed individuals." In particular, program graduates should be able to:

1. diagnose student needs;
2. plan for student learning;
3. facilitate student learning;
4. demonstrate appropriate content knowledge;
5. foster student well-being to promote learning; and
6. assume the role of professional teacher.

**General Requirements for Program Admission**

Please see the degree program requirements for either English or Mathematics, located on pages 71 and 76.

**SCHOOL OF BUSINESS****EARNED EXCELLENCE****THE BEST BUSINESS SCHOOLS  
IN THE WORLD**

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.

**ADMINISTRATIVE OFFICERS**

Alphonso Ogbuehi, *Dean*

Diane Prince, *Associate Dean*

**MISSION AND GOALS**

The mission of the School 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.

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**Master of Business Administration**

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***Dr. Judith Stilz Ogden, Director of MBA Program***

Master of Business Administration  
School of Business  
Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285

(678) 466-4509  
(678) 466-4599 (fax)  
MBAProgram@clayton.edu

**Graduate Faculty**

Maria Bullen, *Associate Professor of Accounting*  
Scott Butterfield, *Associate Professor of Accounting*  
Ali Dadpay, *Assistant Professor of Economics*  
Michael H. Deis, *Professor of Management*  
Nikki Finlay, *Associate Professor of Economics*  
David Furman, *Associate Professor of Marketing*  
Craig Hill, *Associate Professor of Management*  
Louis F. Jourdan, *Professor of Management*  
James S. Keebler, *Professor of Logistics & Supply Chain Management*  
Reza Kheirandish, *Assistant Professor of Economics*  
Gregory Kordecki, *Associate Professor of Accounting*  
Gary L. May, *Professor of Management*  
George E. Nakos, *Professor of Marketing*  
C.R. Narayanaswamy, *Professor of Finance & Economics*  
Margaret Thompson, *Assistant Professor of Management*  
Anita Whiting, *Associate Professor of Marketing*

**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 between 1 – 4 semester hours in 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. These factors include:

- Completed application for admission to the School of Graduate Studies
- Completed application for admission to the MBA program
- Acceptable GPA from an earned undergraduate degree from a regionally accredited college/university
- Acceptable scores on the Graduate Management Admission Test (GMAT)
- Appropriate work experience

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:

<i>Course</i>	<i>Title</i>	<i>Semester Hours</i>
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	<u>3</u>

**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

<i>Course</i>	<i>Title</i>	<i>Semester Hours</i>
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**

<b>Course</b>	<b>Course</b>	<b>Hours</b>
Communication and Leadership*	MGMT 6100	3.0
Management of Change & Innovation	MGMT 6101	3.0

Marketing Strategy	MKTG 6100	3.0
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\* 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	
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 School of Business Administration level 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.

Clayton State University Notebook Computer Policy: It is the policy of Clayton State University that every student own or have ready, on demand access to a notebook computer to use for academic assignments and communications. These will often, but not always, require taking the computer to class. For hardware and software specifications and additional details, go to the University's [ITP-Choice](#) website.

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.

**Official Drop Date No drop is official until the form is submitted to the Office of the Registrar.**

The date of submission to the Office of the Registrar is the official drop date for grade determination. An F will result if a student ceases to attend class without completely processing a course drop or withdrawal from CSU.

**Instructor Drop**

An instructor may drop a student at any time during the semester for excessive absences, for consistently failing to meet class assignments, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to being dropped from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

**Grading System and Progression Requirements**

**Letter Grades**

Grades of A, B, C, D, F, W, and WF are recorded for graduate courses. An incomplete or "I" may be given under unusual circumstances occurring near the end of a course and which affect the student's ability to complete course requirements. Students must request the "I" through formal School of Graduate Studies' policy and procedures. Students will receive credit for grades of A, B, and C only. A degree-seeking graduate student who has less than a 3.0 semester grade point average for two consecutive semesters will be dismissed. Provisionally admitted students who have less than a 3.0 semester grade point average for the first semester will be dismissed. A provisionally admitted student who meets all conditions set in the letter of admission is advanced to Full status at the end of the first semester. The MBA Program Director and the MBA Steering Committee has the option of dismissing a student at any time due to failure to maintain a B

average or failure to meet other standards. Students must have a B average (3.0) for graduation.

**Grade Reports**

Grades are posted on the students' DUCK by the respective faculty at the end of each semester.

**Removal of an I Grade**

Graduate students receiving the grade of incomplete (I) have one semester (full term) to complete the work required for the course. It is the student's responsibility to contact the instructor of the course for assignments and/or missing work. Once the student has completed all assignments and the instructor has determined that a change of grade is warranted, it is the instructor's responsibility to submit the Removal of Incomplete grade form to the Dean of the Graduate School.

Failure to remove the I grade within the stipulated timeframe incurs an automatic grade of an F for the course.

**Satisfactory Academic Progress**

In addition to the general guidelines above for progression in the program, minimum standards include qualitative requirements (semester and/or cumulative grade point averages) and quantitative requirements (maximum time frame for completion of degree AND hours attempted versus hours completed).

To remain a student in good standing, degree candidates must earn a minimum grade of "C" in all course work and maintain a cumulative 3.0 grade point average. If not, there is automatic probation for one term. No more than two C's are permitted in the program. All grades count toward the GPA.

The MBA Program Director assesses satisfactory progress requirements at the end of each academic year, which includes summer semesters. *Satisfactory progress requirements are monitored for ALL enrollment periods, including those for which financial aid was not received.*

**Failure to Meet Satisfactory Progress**

Should a student fail to meet the above standards at the end of an academic year, he/she will be placed on probation and must meet a 3.0 grade point average while on probation. If a student does not meet satisfactory progress and is placed on probation status, there may be consequences with financial aid and the student must seek advice from the financial aid office.

**Other Elements**

Withdrawals, class drops and grades of “incomplete” are considered non-completed hours when determining satisfactory progress. Repeated courses, non-credit developmental coursework and transfer hours are deducted from the maximum hour limits and progression standards.

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**Master of Health Administration**

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***Dr. Thomas McIlwain, Professor and Director***

Master of Health Administration  
School of Health Sciences  
Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285

(678) 466-4959  
(678) 466-4999 (fax)  
ThomasMcIlwain@clayton.edu

**Graduate Faculty**

Michael Dalmat, *Assistant Professor of Health Care Management*

Peter Fitzpatrick, *Professor and Coordinator of Health Care Management*

Ron Fuqua, *Assistant Professor of Health Care Management*

Thomas McIlwain, *Professor and MHA Program Director*

Melanie Poudevigne, *Assistant Professor of Health and Fitness Management*

John Quinn, *Assistant Professor of Health Care Management*

M. Scott Stegall, *Associate Professor of Health Care Management*

Sanford Weinberg, *Associate 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 or optional depending on individual experience); and
- A unique professional based thesis that is 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 strong health economics/financial skills,

5. Promotion of managed health care demonstration sites,
6. Promotion of pragmatic application from residency (or thesis) experiences,
7. Exposure to current health care systems analysis and forecasting

**Admissions Requirements**

Admission to the MHA program requires:

- Completed application for admission to the School of Graduate Studies and MHA application that includes an essay of career goals and expectations
- Acceptable GPA from an earned undergraduate degree from a regionally accredited college/university
- Acceptable scores on the Graduate Record Exam (GRE)
- Appropriate work experience and/or career goals

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 GRE, and appropriate work experience and/or career goals.

**Provisional Status**

Applicants who do not meet the requirements for full status admission may be considered for provisional status on a case by case basis, 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 MHA Admissions' Committee. Students who fail to make progress under provisional admission will be withdrawn from the program. Please contact the Graduate Program Coordinator for further details.

**Academic Policies**

All students admitted to the MHA program will receive an MHA Graduate Handbook that specifies in detail the information below

**Satisfactory Academic Progress**

It is expected that a student will need no more than six (6) years to complete the MHA degree program. Any student who exceeds the six (6) year time limit for completing a degree must apply for admission to the degree program as a new student and begin a new planned program of study. Course credit over six (6) years old will not be accepted in the new 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, degree candidates must maintain a 3.0 (B) cumulative grade point average and must take a minimum of four (4) classes per academic year in which the candidate is enrolled (including summer courses). Full-time enrollment for graduate students is nine (9) semester hours. Graduate students in good standing may enroll for twelve (12) semester hours in any semester with the approval of the Graduate Dean. Students admitted on a provisional basis are limited to six (6) semester credit hours during their provisional semester. Failure to maintain at least a 3.0 cumulative grade point average during the provisional semester will result in dismissal.

**Advising**

In order to keep students on track for completing the degree, the Graduate Program Coordinator 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.

**Residency Requirement**

To receive a graduate degree from Clayton State University, a student must complete at least twenty-seven (27) semester hours of program requirements at Clayton State University. All of these twenty-seven (27) hours must be completed after the student has been admitted to the degree program.

**Transfer Credit**

Graduate work taken at other AUPHA regionally accredited institutions must be evaluated and approved by the Graduate Program Coordinator in order to satisfy degree requirements at Clayton State University. Such transfer credit:

- cannot be for courses over six (6) years old (within the six (6) year time limit rule to count toward degree credit);
- cannot exceed nine (9) semester hours total transfer;
- cannot reduce residency or thesis requirements; and
- cannot be a grade below B. Transfer grades are not used in calculating semester, summer term or cumulative grade-point averages.

A student with transfer credit is required to do the thesis and internship (if internship is required).

**Deferral**

Students who are admitted to the program may defer their admission for one semester (not counting summer sessions).

**Non-Degree Students**

Graduate students who are not MHA students may be permitted to enroll in MHA courses on a case by case basis.

**Withdrawal**

Students may withdraw from one or more courses any time before the last three weeks of the semester. To withdraw they should complete an official withdrawal form in the Office of the Registrar. Students who officially withdraw from courses before mid-semester will receive a "W" in those courses and receive no credit. They will not, however, suffer any academic penalty. Students who officially withdraw after mid-semester (and before the last three weeks of the semester) will receive a "WF," which will be counted as an "F" in the calculation of their grade point average. Exact withdrawal dates will be published in the official academic calendar and are subject to approval by the Board of Regents. Students who simply stop attending classes without officially withdrawing usually are assigned failing grades. The only exceptions to these withdrawal regulations will be for instances involving unusual circumstances that are fully documented. Students will receive refunds only when they withdraw from all their classes and only by the schedule outlined in the university system refund policy.



### **MHA Degree Program Requirements**

**MHA Foundation Core:** 12 Credits (All Required)

**MHA Advanced Core:** 24Credits (All Required)

**MHA Electives:** 0-6 Credits

**Internship:** 0-6 Credits

**Thesis:** 3 Credits (Required)

**Total:** 45 Credits

#### ***Core 36 credits: HCMG5100-6900***

##### ***Foundation Core:***

HCMG5100: Health Services Administration

HCMG5200: Healthcare Ethics

HCMG5300: Healthcare Human Resources

HCMG5400: Organizational Behavior in Healthcare

##### ***Advanced Core:***

*[Students must take HCMG5100-5400 Before HCMG6301-6900]*

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 Planning & Financing in Healthcare

***Electives 0-6 credits***

HCMG5501: International Healthcare Issues

HCMG5650: Public Health Organizations

HCMG5701: Long Term Care Administration

HCMG6950: Independent Research in Health Administration

***Integrative Experiences 3-9 Credits***

Comprehensive Examination (No Credit: Two Chances to Pass)

HCMG6990: Health Administration Internship (0-6 Credits)

HCMG6999: Thesis in Health Administration (Required)

**MHA Thesis and Comprehensive Examination**

**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)**

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. It is a four hour examination conducted during one period that covers all courses pertaining to the respective

individual candidate for the MHA degree. 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.

For specific requirements on the comprehensive examination, students will refer to the MHA Graduate Handbook.

**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.

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**Master of Science in Nursing**

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**Dr. Katherine Willock, *Graduate Program Director***

Master of Science in Nursing  
School of Nursing  
Clayton State University  
2000 Clayton State Boulevard  
Morrow, GA 30260-0285

(678) 466-4987  
(678) 466-4999 (fax)  
msn@clayton.edu



**Graduate Faculty**

Jennell Charles, *Associate Professor of Nursing*

Lisa Eichelberger, *Professor and Dean College of Health*

Betty Lane, *Associate Professor of Nursing*

Sue Odom, *Professor of Nursing and Director of Undergraduate Program*

Charlene Romer, *Associate Professor of Nursing*

Katherine Willock, *Professor of Nursing & Director of Graduate Program*

Lynn Stover, *Associate Professor of Nursing*

Eunice Warren, *Associate Professor of Nursing*

**Overview**

The MSN curriculum is designed to prepare professional registered nurses for Advanced Practice Nursing (APN) roles as culturally competent educators and leaders. All students enrolled in the program will be required to take seven (7) graduate core courses consisting of twenty (20) semester credit hours. Additionally, students are required to select a concentration of either 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.

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 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.

**Application Deadlines**

Completed applications should be submitted by November 1 for Spring Semester, and July 1 for Fall Semester.

**Additional Admission Requirements**

In addition to the general requirements of the School of Graduate Studies, the School of Nursing requires:

- Completed application for admission to the Master of Science in Nursing with a non-refundable \$25 application fee.
- A baccalaureate degree from an accredited college or university with a minimum 3.0 grade point average on a 4.0 scale. Applicants must hold a Bachelors of Science in Nursing and a current unrestricted RN Georgia license.
- A statement of purpose for seeking a Master of Science in Nursing degree. This brief autobiographical essay, no more than two (2) typewritten pages single spaced, should describe the applicant's pertinent personal and professional experience and education, as well as his or her interests and goals in pursuing the MSN degree.
- Three letters of recommendation which comment on the potential for success in an academic program must accompany the application. Letters should be placed in sealed envelopes and contain the signature of the person writing the recommendation across the seal. The Letter of Recommendation form can be downloaded from: <http://nursing.clayton.edu/MSN/forms/MSNLetterofRecommendation.doc>

- To complete the application process, applicants who are accepted to the School of Graduate Studies at Clayton State University and who qualify for admission to the Master of Science in Nursing, will be scheduled for an **interview on campus** with faculty in the area of concentration.
- International applicants whose native language is not English must have earned a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL) or 213 on the computer based TOEFL test.

Provisional Admission: A student failing to meet one or more of the standards required for admission as a regular student may be eligible for provisional admission, if space in the program is available, of up to one semester under conditions specified at the time of admission by the Admissions' Committee. Students who fail to make progress under provisional admission will be withdrawn from the program.



**Degree Progression**

<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
<p>NURS 5100 Theory for Graduate Nursing Practice (3-0-3)</p> <p>NURS 5410 Advanced Pathophysiology (2-0-2)</p> <p>NURS 6000 Transitions to Health Promotion and Illness Prevention (2-0-2)</p> <p>NURS 6030 Ethical Issues for the Advanced Practice Nurse (2-0-2)</p>	<p>NURS 5200 Research for Evidence-Based Nursing Practice (3-0-3)</p> <p>NURS 5420 (2) Advanced Health Assessment</p> <p>NURS 5600 Health Care Policy (2-0-2)</p> <p>*NURS 6110 Principles of Education in Nursing (2-0-2)</p> <p>**NURS 6100 Principles of Leadership &amp; Management within Health Care Organizations (2-0-2)</p>	<p>NURS 5400 Advanced Pharmacology (2-0-2)</p> <p>NURS 6010 Advanced Practice Nursing Seminar (1-0-1)</p> <p>*NURS 6220 Effective Teaching /Learning Strategies (3-0-3)</p> <p>*NURS 6440 Curriculum Development (3-0-3)</p> <p>**NURS 6200 Analysis of System Performance (3-0-3)</p> <p>**HCMG 5300 Human Resource Management in Health Care (3-0-3)</p>	<p>NURS 6999 Focused Project/ Thesis in Nursing (3-5 variable credit)</p> <p>*NURS 6550 Transitioning into the Nurse Educator Role (0-9-3)</p> <p>* NURS 6330 Evaluation of Learning (3-0-3)</p> <p>**NURS 6300 Transitioning into the Leadership Role (0-9-3)</p> <p>**HCMG 6000 Health Care Financial Management (3-0-3)</p>
<b>9 hours</b>	<b>9 hours</b>	<b>9 hours</b>	<b>9-11 hours</b>

\*Nursing Education Track  
 \*\*Nursing Leadership Track

## Courses

### Core

NURS 5100	Theory for Graduate Nursing Practice	3 hours
NURS 5200	Research for Evidence-Based Nursing Practice	3 hours
NURS 5400	Advanced Pharmacology	2 hours
NURS 5410	Advanced Pathophysiology	2 hours
NURS 5420	Advanced Health Assessment	2 hours
NURS 5600	Health Care Policy	2 hours
NURS 6000	Transitions to Health Promotion and Illness Prevention	2 hours
NURS 6010	Advanced Practice Nursing Seminar	1 hour
NURS 6030	Ethical Issues for the Advanced Practice Nurse	2 hours

### Leadership

HCMG 5300	Human Resource Management in Health Care	3 hours
HCMG 6000	Health Care Financial Management	3 hours
NURS 6100	Principles of Leadership & Management within Health Care Organizations	2 hours
NURS 6200	Analysis of System Performance	3 hours
NURS 6300	Transitioning into the Leadership Role	3 hours
NURS 6999	Focused Project/Thesis in Nursing	3-5 variable hours

### Education

NURS 6110	Principles of Education in Nursing	2 hours
NURS 6220	Effective Teaching/Learning Strategies	3 hours
NURS 6330	Evaluation of Learning	3 hours
NURS 6440	Curriculum Development	3 hours
NURS 6550	Transitioning into the Nurse Educator Role	3 hours
NURS 6999	Focused Project/Thesis in Nursing	3-5 variable hours

## Thesis

### **Focused Project/Thesis in Nursing (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.

### **Academic Policies**

#### **Progress**

It is expected that a student will need no more than six (6) years to complete the MSN degree. Any student who exceeds the six-year time limit for completing a degree must apply for admission to the degree program as a new student and begin a new planned program of study. Course credit over six (6) years old will not be accepted in the new 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, degree candidates must maintain a 3.0 (B) cumulative grade point average and must take a minimum of four (4) classes per academic year in which the candidate is enrolled. Full-time enrollment for graduate students is nine (9) semester hours.

Students admitted on a provisional basis are limited to six (6) semester credit hours during their provisional semester. Failure to maintain at least a 3.0 cumulative grade point average during the provisional semester will result in dismissal.

#### **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.

#### **Residency Requirement**

To receive a graduate degree from Clayton State University, a student must complete at least twenty-seven (27) semester hours of program requirements at Clayton State University. All of these twenty-seven (27) hours must be completed after the student has been admitted to the degree program.

#### **Transfer Credit**

Graduate coursework taken at other Commission on Colleges (COC) regionally accredited institutions must be evaluated and approved by the Graduate Program Director in order to satisfy degree requirements at Clayton State University. Such transfer credit:

- cannot be for courses over five (5) years old and must satisfy the six (6) year time limit rule to count toward degree credit;

- cannot exceed six (6) semester hours;
- cannot reduce residency requirements;

No grade below B may be accepted. Transfer grades are not used in calculating semester, summer term or cumulative grade-point averages.

**Deferral**

Students who are admitted to the program may defer their admission for one semester.

**Non-Degree Students**

The School of Nursing follows the withdrawal and hardship withdrawal policies that have been set forth in the School of Graduate Studies section of this catalog.

Non-degree seeking students are allowed to enroll in graduate level nursing courses with permission of the Director of the Graduate Program. Any courses taken in this status may not be applied to the program's requirements if admission is later applied for and accepted.

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**Master of Science in Psychology**

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**Dr. Deborah Deckner-Davis, *Graduate Program Director***

Master of Science in Psychology  
College of Arts and Sciences  
Clayton State University  
20000 Clayton State Boulevard  
Morrow, GA 30260-0285

(678)466-4836  
(678)46604899 (fax)  
[DeborahDeckner@clayton.edu](mailto:DeborahDeckner@clayton.edu)

**Graduate Faculty**

Donna McCarty, *Professor and Chair of Psychology*  
Kitty Deering, *Professor of Psychology*  
Antoinette Miller, *Associate Professor of Psychology*  
Brian Goldman, *Associate Professor of Psychology*  
Celeste Walley-Jean, *Assistant Professor of Psychology*  
Christina Camp, *Assistant Professor of Psychology*  
Pinar Gurkas, *Assistant Professor of Psychology*

**Mission Statement and Learning Outcomes for the Master's 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 Masters 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
- a completed program application form;
- a statement of approximately 200 words describing the candidate's career goals and purpose for application to the program and track;
- combined scores on the Graduate Record Examination General Test (950 total with at least 475 on each of the Verbal and Quantitative Reasoning sections); three letters of recommendation; a sufficient undergraduate background in psychology; and
- an interview with the Program Director. Provisional admissions status may be granted for those candidates whose grade point average and/or GRE scores do not meet the minimum standards for regular admission. The primary semester for admission will be Fall with a limited number of admissions being considered in the Spring when spaces are available.

#### **Transfer Credit**

Graduate work taken at other Commission of Colleges (COC) regionally accredited institutions must be evaluated and approved by the Graduate

Program Coordinator of the Master of Arts in Liberal Studies in order to satisfy

degree requirements at Clayton State University. Such transfer credit:

- cannot be for courses over five years old and must satisfy the six-year time limit rule to count toward degree credit
- cannot exceed six (6) semester hours
- cannot reduce residency requirements

No grade below a B may be accepted. Transfer grades are not used in calculating semester, summer term or cumulative grade-point averages. A student with transfer credit is required to do the capstone thesis option.

#### **Satisfactory Academic Progress Requirements**

To remain a student in good standing, degree candidates must maintain a 3.0 (B) cumulative grade point average and must take at least one class per academic year in which the candidate is enrolled. Full-time enrollment for graduate students is nine (9) semester hours. Graduate students in good standing may enroll for twelve (12) semester hours with the approval of the Graduate Program Director and the Dean of the School of Graduate Studies. Students admitted on a provisional basis are limited to six (6) semester credit hours during their provisional semester. Failure to maintain at least a 3.0 grade point average during the provisional semester will result in dismissal.

#### **Master of Science in Psychology Degree Requirements**

##### **COLLEGE OF ARTS & SCIENCES MASTER OF SCIENCE IN PSYCHOLOGY**

##### **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)

PSYC 6100, Psychological Assessment I (Intelligence) (2-3-3)

##### **Research Core: Required of All Students**

PSYC 5040, Advanced Research Methods and Statistics I: Parametric Approaches and Experimental Designs (3-0-3)

PSYC 5050, Advanced Research Methods and Statistics II: Nonparametric Approaches and Quasi-Experimental

Designs (3-0-3)	
<b>The Professional Concentration</b>	
<p><b><u>Applied Developmental</u></b>                  PSYC 5210, Cognitive Development (3-0-3)                  PSYC 5220, Social and Emotional Development (3-0-3)                  PSYC 5230, Biological Foundations of Behavior (3-0-3)                  *PSYC 5240, Agencies that Serve Children (3-0-3)                  *PSYC 5250, Children and the Courts (3-0-3)                  PSYC 5260, The Family System and the Child (3-0-3)                  *PSYC 5270, The Educational System and the Child (3-0-3)                  PSYC 5280, Developmental Disorders and Psychopathology (3-0-3)                  PSYC 6490, Internship in Applied Development I (0-V-3)                  PSYC 6500, Internship in Applied Development II (0-V-3)</p>	<p><b><u>Clinical</u></b>                  PSYC 5350, Advanced Psychopathology &amp; Diagnosis (3-0-3)                  PSYC 5160, The Helping Relationship (3-0-3)                  PSYC 5170, Therapeutic Interventions I (3-0-3)                  PSYC 5180, Therapeutic Interventions II (3-0-3)                  PSYC 6590, Clinical Practicum I (0-V-3)                  PSYC 5200, Family &amp; Couples Therapy (3-0-3)                  PSYC 6520, Psychological Assessment II (Personality) (2-1-3)                  PSYC 5150, Group Therapy (3-0-3)                  PSYC 6599, Clinical Practicum II (0-V-3)</p>

**\*NOTE: Students will choose 2 out of 3 of these courses**

<b>The Capstone Experience</b>	
<b>Candidates for the M.S. in Psychology have two options for degree completion:</b>	
<p><b><u>Non-Thesis (6 hrs)</u></b>                   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)</p>	<p><b><u>Thesis (6 hrs maximum)</u></b>                   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)                  PSYC 6999, Thesis Completion (may be repeated for up to 3 hours credit) (1-0-1)</p>
Comprehensive Examination (written and oral) is required	Defense of Thesis is required

**GRADUATE COURSE DESCRIPTIONS**

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**Accounting (ACCT)**

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**ACCT 5000 Foundations of Accounting (1-0-1)**

The Accounting Interactive® CD-ROM is a four- to six-hour interactive program on six steps of the accounting process and financial statements. It includes examples of three types of companies (a service company, a retailer, and a manufacturer). It's divided into sections that allows student to pick the topics for review. Some of the topics covered include: Transaction Types, Setting Up Accounts, Recording and Summarizing Transactions, Preparing Reports (Balance Sheets, Income Statements, Statement of Cash Flows), Analyzing Reports (Net Ratio, Quick Ratio, and Return on Investment, Return on Equity, Current Ratio, Activity Ratios). Students will be required to validate their understanding of the concepts/topics. Prerequisite: Permission of the MBA Director

**ACCT 6100 Accounting for Managerial Decision Making (3-0-3)**

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.

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**Archival Studies (ARST)**

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**ARST 5000—Principles and Practice in Archives (3-0-3)**

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 and Technology (3-0-3)**

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 various 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 (3-0-3)**

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 (3-0-3)**

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, reformatting, storage and handling, evaluation of treatment, and the preservation management plans.

**ARST 5200—Arrang and Description of Archival Materials (3-0-3)**

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 materials as well as principles and description of archival records according to standards adopted by the archival community.

**ARST 5500—Archival Appraisal, Selection and Evaluation (3-0-3)**

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 (3-0-3)**

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 6800—Research Methods (3-0-3)**

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 (3-0-3)**

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 minimum 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.

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**Art (ART)**

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**ART 5000—Great Works in Art History (3-0-3)**

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.

**ART 5201—Visual Arts in the US from 1940 to the Present (3-0-3)**

Survey of contemporary art in the United States from 1940 to the present and an examination of aesthetic, historical, cultural, psychological, and other issues relating to art history, from various critical perspectives.

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**Business (BUS A)**

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**BUSA 5000--Foundations of Quantitative Methods (1-0-1)**

The Statistics Interactive® CD-ROM is a 10- to 12-hour interactive program on introduction to statistical concepts and how to apply them to business

problems. It's divided into sections that allows student to pick the topics for review. Some of the topics covered include: Data Relations, Laws of Exponents, Linear, Nonlinear, and Multivariate Functions, Compound Interest, Break-Even Analysis, and Calculus. Students will be required to validate their understanding of the concepts/topics. Prerequisite: Permission of the MBA Director.

**BUSA 5100--Quantitative Methods (1-0-1)**

This course covers quantitative analytical techniques and how they apply in business. It includes examples on contribution margin, portfolio analysis, sales volume mix, measures of central tendency and variation, chi square testing, regression analysis, probability distributions, sampling, data relations, laws of exponents, linear, nonlinear and multivariate functions, compound interest, break-even analysis, and calculus. Students will be required to validate their understanding of the concepts/ topics within a business context.

**BUSA 6100--Decision Making under Uncertainty (3-0-3)**

Quantitative and statistical methods are examined as analytical tools for understanding and solving business problems, and for supporting business decision making. Extensive use of both applied business scenarios to illustrate concepts, and computer software for data analysis. The successful student will finish this course with an ability to effectively evaluate and act upon quantitative and statistical reports and data relating to applications in business. In addition, the successful student will have the tools to make decisions under uncertainty.

**BUSA 6101--International Business and Global Logistics (3-0-3)**

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, inter-modal transportation, and regulations.

**BUSA 6102--Research Project (3-0-3)**

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.

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**Communication and Media Studies (CMS)**

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**CMS 5310—Contemporary Cinema Studies (3-0-3)**

Advanced study in film with particular emphasis on cultural and historical movements after 1945, which can be taught as a revolving topics course. Important movements may range from Classical Hollywood to contemporary Independent production. Socio-cultural issues will be studied in conjunction with a variety of historical, critical, and theoretical writings about cinema. A basic knowledge of film technique and history is essential for students taking this course, and a weekly out-of-class film screening is mandatory.

**CMS 5610—Digital Culture (3-0-3)**

Through close readings of important old and new media works, this course investigates the impact of digitization on contemporary culture. Among the new media forms considered are net. art, interactive communities, games, and virtual environments.

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**Economics (ECON)**

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**ECON 6100 Managerial Economics (3-0-3)**

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.

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**Education (EDUC)**

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**EDUC 5100 - Social and Cultural Awareness (3-0-3)**

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 Development (3-0-3)**

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 - Practicum I (3-0-3)**

This course will be the Summer 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, 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 5100-5101. 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. Pre-Requisites: EDUC 5100 and EDUC 5101.

**EDUC 5200 - Curriculum and Instruction (3-0-3)**

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 (3-0-3)**

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. Pre-Requisites: EDUC 5102 and EDUC 5200.

**EDUC 5300 - Internship Seminar (3-0-3)**

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. Pre-Requisites: EDUC 5301.

**EDUC 5301 - Secondary School Internship (3-0-3)**

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. Pre-Requisites: EDUC 5300

**EDUC 5400 - Action Research Project (3-0-3)**

This course provides candidates with an opportunity to develop an action research project based on coursework, practicums, and clinical experiences. Candidates will demonstrate an understanding of the theory behind action research in teacher education and will utilize qualitative and/or quantitative research methods. They will design and implement an action research project, independently or in

small groups, with the goals of publication, staff development, school policy change, or curriculum restructuring, in mind. All projects must be approved by the instructor and follow IRB specifications. Participants will define questions, determine research methods, and gather and assess data. This directed research project is a capstone experience in the M.A.T. degree program. Pre-Requisites: EDUC 5300 and EDUC 5301

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**English (ENGL)**

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**ENGL 5000—Great Books (3-0-3)**

A course exploring the concept of “Great Books,” including the history and definition of the concepts both of “book” and of “greatness.” Many texts (fiction and nonfiction, as well as poetic) will be read closely in probing these definitions. The texts will range globally, from the earliest examples of writing (including pre-literate, oral traditions) through the present. Texts will be read in English translation where 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 (3-0-3)**

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 (3-0-3)**

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 (3-0-3)**

This course surveys different schools and trends in literary criticism of the 20th century, including Russian Formalism, New Criticism, Structuralism, Deconstruction, Reader-Response criticism, Psychoanalytic Theory, Marxist criticism, New Historicism, Feminist literary criticism, Cultural Studies, and Postcolonial Studies.

**ENGL 5114 – Literature of the Adolescent Experience (3-0-3)**

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--Studies in Nineteenth Century American Literature and Culture (3-0-3)

An expansive course focusing on the major movements, issues, or themes in the study of nineteenth century American literature and culture. Topics may include the American Renaissance and Romanticism; Realism; Naturalism; evolving literary genres; African American fiction, non-fiction, and poetry; race and gender; and/or in-depth studies of selected writers.

ENGL 5130--Studies in Southern Literature (3-0-3)

This course examines the major issues and themes in the study of Southern American literature. Topics will include the history of Southern culture, slave narratives, Civil War autobiography and memoir, the Southern Renaissance and its beginnings and influence, the "New South," and comparative studies of gender and race.

ENGL 5140--Studies in Twentieth Century American Literature and Culture (3-0-3)

An expansive course focusing on the major movements, issues, or themes in the study of twentieth century American literature. Topics may include Modernism, Post-modernism, the Harlem Renaissance, Depression-era literature, the Southern Renaissance, American fiction since 1945, poetry, and/or major authors.

ENGL 5150--Studies in Shakespeare (3-0-3)

This graduate-level survey of Shakespeare's dramatic works before and after 1600 will emphasize the major comedies and tragedies and will usually offer 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 Literature (3-0-3)

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--Studies in Nineteenth Century British Literature and Culture (3-0-3)

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--Studies in Twentieth Century and Twenty-First Century British Literature (3-0-3)

A graduate-level 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 (3-0-3)

A study of traditions in American women's writing. The course may cover a wide range of texts for focus on a single theme, genre, period, literary movement, or cultural tradition.

ENGL 5350--Studies in Gender and Sexuality in American Literature and Culture (3-0-3)

A variable topics course, focusing on one or more of 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 self-representations.

ENGL 5400--Studies in African American Literature and Culture (3-0-3)

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 (3-0-3)

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 and Ethnicity in American Literature and Culture (3-0-3)

This course examines the major issues, and themes in the study of race and ethnicity in American literature and culture. Topics will 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 (3-0-3)

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 history of 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 and Literature (3-0-3)**

A graduate-level 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 (3-0-3)**

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 will cover the history, theory, and practice of peer tutoring and its role in composition studies scholarship.

**ENGL 5710--Contemporary American Poetry (3-0-3)**

This course examines post-1960 American poetry and focuses on 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 (3-0-3)**

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 (3-0-3)**

A detailed study of selected English and American plays from 1900-1965, with attention to literary backgrounds and technical experimentation.

**ENGL 5800--Selected Topics in Literature and Culture (3-0-3)**

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 postcolonial 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 College English (3-0-3)**

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 (3-0-3)**

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 (3-0-3)**

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 69995-Thesis Preparation (3-0-3)**

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.

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**FINANCE (FINA)**

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**FINA 5000 Foundations of Finance (1-0-1)**

The Finance Interactive® CD-ROM is a six- to eight-hour interactive program on introduction to finance concepts and how to apply them to business problems. It includes examples on evaluating investment projects, preparing financial forecasts, and required rates of return. It's divided into sections that allows student to pick the topics for review. Some of the topics covered include: Time Value of Money (discounting, internal rates of return), Measuring Value and Risk, Sensitivity Analysis, Cost of Debt and Equity, and Interest Rate Parity. Students will be required to validate their understanding of the concepts/topics.

Prerequisite: Permission of the MBA Director.

**FINA 6100 Finance (3-0-3)**

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.

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**Health Care Management (HCMG)**

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**HCMG 5010 – Healthcare Statistics (3-0-3)**

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 (3-0-3)**

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 (3-0-3)**

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

**HCMG 5100 - Health Systems Administration (3-0-3)**

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 Ethics (3-0-3)**

This course will present to students the broad range of ethical domains and issues that arise in health care delivery. Issues pertaining to institutions, practitioners, and patients will be studied within the following domains: decision ethics, professional ethics, clinical ethics, business ethics, organizational ethics and social ethics. Students will be required to critically evaluate regulations, laws, and practices that influence health care delivery.

**HCMG 5300 - Human Resource Management in Healthcare (3-0-3)**

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 - Organizational Behavior in Healthcare (3-0-3)**

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—Healthcare Economics and Financial Management (3-0-3)**

This course will examine the economic and financial issues that are unique to organizations in health care delivery. It 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 Health Care Issues (3-0-3)**

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 (3-0-3)**

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 and Practice (3-0-3)**

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.

**HCMG 5700 – Research Statistics and Methods (3-0-3)**

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 5701 - Long Term Care Administration (3-0-3)**

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 – Healthcare Regulatory Compliance (3-0-3)**

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 6000 - Health Economics & Financial Management (3-0-3)**

This course will examine the economic and financial issues that are unique to organizations in health care delivery. It 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. Co-requisites: 5100 or 5400.

**HCMG 6100 - Information Management in Healthcare (3-0-3)**

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. Pre-requisites: 5100 or 5400.

**HCMG 6200 - Strategic Planning in Health Care Organizations (3-0-3)**

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. Pre-requisites: 5100 or 5400.

**HCMG 6301 - Healthcare Marketing (3-0-3)**

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. Pre-requisites: 5100 or 5400.

**HCMG 6500 - Managerial Epidemiology (3-0-3)**

The factors, determinants of health status and collection of pertinent data will be considered within a management framework. 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. Pre-requisites: 5100 or 5400.

**HCMG 6650 - Research Statistics and Methods in Health Care (3-0-3)**

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 project. Pre-requisites: 5100 or 5400.

**HCMG 6700 - Healthcare Policy (3-0-3)**

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. Pre-requisites: 5100 or 5400

**HCMG 6801 - Healthcare Law (3-0-3)**

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. Pre-requisites: 5100 or 5400.

**HCMG 6850 – Advance Quality Systems for Healthcare Leaders (3-0-3)**

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 – Strategic Planning and Finance (3-0-3)**

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 (3-0-3)**

Independent studies for pre-thesis work.

**HCMG 6990 – Health Administration Internship (3-0-3)**

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 6999 - Thesis in Health Administration (3-0-3)**

The main focus of this course will be a faculty-guided project. This project will have a strong research component that is either qualitative or quantitative in nature and will be a summative paper. Pre-requisites: 5100-5400 and 6100-6800 (Required of all MHA Students). Students who do not complete the thesis in one semester may repeat for additional credits.

**HCMG 7000 - Health Administration Practicum Residency (3-0-3)**

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. Students may enroll in two subsequent semesters or full time in one semester for six credits. Pre-requisites: 5100 or 5400

**HCMG 7001 – Thesis Completion (3-0-3)**

Completion of the thesis and defends the thesis.

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**Health (HLTH)**

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**HLTH 5900 – Special Topics**

This course focuses on the exploration of various health care topics and issues in the field of health care.

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**History (HIST)**

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**HIST 5050—Historical Methods and American Historiography (3-0-3)**

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 (3-0-3)

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 1950's and 1960's, and urbanization and class structure in the 1980's and 1990's.

HIST 5120 – Colonial American History to 1763 (3-0-3)

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 (3-0-3)

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 (3-0-3)

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 Reconstruction

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 (3-0-3)

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 be examined.

HIST 5200—History of the American South (3-0-3)

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 5300—Women’s History in America (3-0-3)

An exploration of the roles of women in the social, economic, and political development of the United States. The course will cover such topics as the images and ideals of womanhood, nineteenth-century feminism, the Victorian woman, female sexuality, women at work, women at war, the suffrage movement, and the new feminism.

HIST 5400—Twentieth Century US History (3-0-3)

An in-depth examination of recent US history from before the First World War through the Clinton presidency. Concentrating on the growth of the US as a major economic and political power, special attention will be devoted to the impact of industrialization, urbanization, immigration, reform movements, mass culture, domestic economic fluctuations, governmental expansion, and military involvements during the twentieth century, as well as the political and cultural responses of Americans during this time of enormous change.

HIST 5500—Twentieth Century World History (3-0-3)

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 20<sup>th</sup> Century History (3-0-3)

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 20<sup>th</sup> Century World (3-0-3)

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 5600—The Atlantic World (3-0-3)

An examination of the histories, cultures and connections between peoples living around the Atlantic Ocean, specifically in Africa and the Caribbean, from the 15th century to the present. The course will pay particular attention to the destruction and reconfiguration of indigenous societies, the era of slavery and the slave trade, the links forged between the Caribbean and Africa through

the Pan-African movement, as well as colonization and independence and the successes and failures of the post colonial state.

**HIST 5700—American Military History (3-0-3)**

A study of the American military art from the earliest days of frontier offensives to present-day global concerns. Focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the inter-relationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions.

**HIST 5800—Modern American Popular Culture (3-0-3)**

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 (3-0-3)**

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 5900—American Environmental History (3-0-3)**

An introduction to the environmental history of North America, from colonial times to the present. Explores the complex and ever-changing interrelationship over time between human society and the natural environment, the differing perceptions of nature held by people and how those ideas and human activities regarding nature combined in ways that reshaped the American landscape.

**HIST 6950—Selected Topics in History (3-0-3)**

A graduate seminar on a special topic in history. The course can be offered as a regular term seminar course or as an independent study. Topics will usually focus on American History. The course may be repeated for credit when topics vary.

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**Interdisciplinary Studies (IDST)**

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**IDST 5201--The Science in Science Fiction (3-0-3)**

An examination of the scientific principles underlying representative works of science fiction. Science fiction will also be examined as a literary genre. This multidisciplinary course will be taught by faculty in science, English, and media studies.

Examination of the interrelationships between contemporary Irish fiction, film, history, and politics with part of the course being held in conjunction with the Theater Gael Repertory Company at the 14th Street Playhouse.

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**\*\*\* (ITFN)**

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**ITFN 5000—Int Database Design for Archives (3-0-3)**

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.

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**Master Education (MAED)**

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**MAED 6200 —Theory and Research in Mathematics Education (3-0-3)**

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 Mathematics (3-0-3)****MAED 6400—Directed Research in Mathematics Education (3-0-3)**

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.

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**Liberal Studies (MALS)**

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**MALS 5000—Introduction to Graduate Studies (3-0-3)**

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 areas of the graduate program.

**MALS 5800 - Selected Topics in Liberal Studies (3-0-3)**

A graduate-level seminar on special topics related to Liberal Studies. May be repeated for credit when topics vary.

**MALS 6993 – Selected Topics in Liberal Studies**

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.

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**Management (MGMT)**

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**MGMT 6100 Communication and Leadership (3-0-3)**

This 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 of Change and Innovation (3-0-3)**

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 and Supply Chain Management (3-0-3)**

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 in Logistics Systems (3-0-3)**

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.  
Prerequisite: BUSA 6101 & MGMT 6102

**MGMT 6104 Strategic Management (3-0-3)**

This is a capstone course designed to apply and integrate concepts and analytical tools that students have studied in MBA course work. Students will be organized into teams, handed a simulated company to manage, and placed into competition with other teams for eight simulated years. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in an ethical manner in a dynamic global environment. Prerequisites: This capstone seminar must be taken during the final semester of the MBA program.

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**Marketing (MKTG)**

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**MKTG 6100 Marketing Strategy (3-0-3)**

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.

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**Mathematics (MATH)**

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**MATH 5010 – Models and Methods of Teaching Mathematics (3-0-3)**

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 (3-0-3)**

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 and MATH 3005.

**MATH 5130 – Allied Algebra (3-0-3)**

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 and MATH 3110

**MATH 5220 – Applied Statistics (3-0-3)**

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 and MATH 1231

**MATH 5231 – Modern Geometry (3-0-3)**

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 and MATH 3005

**MATH 5250 – Elementary Number Theory (3-0-3)**

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 and MATH 3005

**MATH 5520 – Introduction to Analysis (3-0-3)**

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 and MATH 3005.

**MATH 5800 – Selected Topics in Mathematics (3-0-3)**

Topics of interest in mathematics not covered in courses in current graduate catalog. Course may be repeated once if topics vary. Prerequisite: Admittance to MAT - Mathematics Program and MATH 3005.

**MATH 6530 – Real Analysis (3-0-3)**

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.

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**Music (MUSC)**

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**MUSC 5000 – Great Works in Music (3-0-3)**

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.

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**Nursing (NURS)**

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**NURS 5100 - Theory for Graduate Nursing Practice (2-0-2)**

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.

Prerequisite(s): Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

**NURS 5200 - Research for Evidence-Based Nursing Practice (3-0-3)**

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.

Prerequisite(s): Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

**NURS 5300 – Soc. Trans & Health Care Ethics**

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. Pre-Requisites: NURS 5100 and NURS 5200.

**NURS 5400 - Advanced Pharmacology (1-3-2)**

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.

Prerequisite(s): Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

**NURS 5410 - Advanced Pathophysiology (1-3-2)**

This course focuses on developing an advanced knowledge base of pathophysiology of the human body and the impact of this knowledge base on evidence based practice. It will prepare advanced practice nurses to understand the mechanism underlying the disease process, its 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 2010* to improve clients' quality of life and reduce health disparities.

Prerequisite(s): Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

**NURS 5420 - Advanced Health Assessment (1-3-2)**

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.

Prerequisite(s): Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

**NURS 5500 – Trans-Health Prom and Illness Prevention**

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, NURS 5200, and NURS 5400.

**NURS 5600 - Health Care Policy (2-0-2)**

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. Prerequisite: Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

**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.

**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.

**NURS 6000 - Transitions to Health Promotion and Illness Prevention (2-0-2)**

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. Prerequisite (s): NURS 5100; NURS 5200

**NURS 6010 - Advanced Practice Nursing Seminar (0-3-1)**

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. Prerequisite (s): NURS 5100; NURS 5200

**NURS 6020 - Societal Transitions Seminar (1-3-2)**

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.

Prerequisite(s): Admission to Graduate Nursing Program

**NURS 6030 - Ethical Issues for the Advanced Practice Nurse (2-0-2)**

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 21<sup>st</sup> century are analyzed for their impact on the profession of nursing and on the health and well being of individuals and populations.

Prerequisite(s): Admission to Graduate Nursing Program

**NURS 6100 - Principles of Leadership & Management within Health Care Organizations (2-0-2)**

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.

Pre or Co requisite (s): NURS 5100; NURS 5200

**NURS 6110 - Principles of Education in Nursing (2-0-2)**

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. Pre or Co requisite (s): NURS 5100; NURS 5200

**NURS 6200 - Analysis of System Performance (2-0-2)**

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. Pre or Co requisite (s): NURS 5100; NURS 5200; NURS 6100

**NURS 6220 - Effective Teaching/Learning Strategies (2-0-2)**

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. Prerequisite (s): NURS 6110

**NURS 6300 - Transitioning into the Leadership Role (0-12-3)**

This clinically based course operationalizes the theoretical principles and norms studied in previous courses. The student will have the opportunity to apply the concepts of leadership within a selected specialty area. Prerequisite (s): NURS 5400; NURS 6000; NURS 6020

**NURS 6330 - Evaluation of Learning (3-0-3)**

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. Prerequisite (s): NURS 6110

**NURS 6440 - Curriculum Development (3-0-3)**

This course examines the principles, philosophies, and theories used in curriculum development. Graduate students will define, design, and analyze a selected curriculum model.

Prerequisite (s): NURS 6110

**NURS 6550 Transitioning into the Nurse Educator Role (0-12-3)**

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.

Prerequisite (s): NURS 5300; NURS 5400; NURS 5500; NURS 6220; NURS 6330; NURS 6440

**NURS 6993 – Master’s Supervised Research (3-0-3)**

Instruction in research and research under the mentorship of a member of the Graduate Faculty. Preq./Co-Req.: Master’s student. F, SP, Sum

**NURS 6995 – Master’s Thesis Research (1-0-1)**

Thesis research. Preq./Co-Req.: Master’s student at thesis. F, SP, Sum

**NURS 6998 - Focused Project in Nursing (3-0-3 hours)**

The main focus of this course will be a faculty-guided project. This project will have a strong research component and will be a summative work. Students who do not complete the project in one semester may repeat for additional credits.

Pre or Co requisite (s): NURS 6300 or NURS 6550

**NURS 6999 –Master’s Thesis Preparation (3-0-3 hours)**

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.

Pre or Co requisite (s): NURS 6300 or NURS 6550

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**Philosophy (PHIL)**

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**PHIL 5000—Classics of Philosophy (3-0-3)**

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 5201—Philosophy in the US (3-0-3)**

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.

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**Political Science (POLS)**

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**POLS 5000—Great Political Thinkers (3-0-3)**

Emphasis on major ancient, medieval, Renaissance, Enlightenment, modern, and postmodern political philosophers, including Plato, Aristotle, Cicero, Aquinas, Machiavelli, Descartes, Hobbes, Locke, Rousseau, Hume, Burke, Kant, Mill, Marx and their modern philosophical legacy. Examination of 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 government, the three branches of government 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 historical and philosophical foundations of federalism, the powers of the federal government and the states, federal preemption, fiscal federalism, grants and federal mandates. A variety of perspectives will be examined.

**POLS 5139 – Public Law**

A graduate seminar exploring American 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 and 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.

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**Psychology (PSYC)**

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**PSYC 5000—Advanced Development (3-0-3)**

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 5040—Advanced Research Methods I (3-0-3)**

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 also 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 II (3-0-3)**

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 5201—Psychoanalysis and Society (3-0-3)**

This course will examine psychoanalytic theory and its impact on modern culture, religion, art, and literature. Freud's original writings along with those

of other psychoanalytic theorists, such as Jung, will be explored along with a sampling of other writings and artistic works that exemplify the psychoanalytic influence.

**PSYC 5210—Cognitive Development (3-0-3)**

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 5240 – Agencies That Serve Children (3-0-3)**

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.

**PSYC 6100 – Psychological Assessment I (3-0-3)**

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.

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**Sociology (SOCl)**

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**SOCl 5201—Religion and the Family in America (3-0-3)**

An examination of the historical trends and current status of the institutions of family and religion and how they continue to play a vital role in the United States. Focused attention is given to how religion influences the family and how the family, in turn, has an impact on religious teachings and programs. Religion and family have undergone dramatic changes during the twentieth century as individuals sought personal freedom through new forms of religious expression. This course identifies those changes and explores their significance.

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**Statistics (STAT)**

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**STAT 5000 Foundations of Statistics (1-0-1)**

The Quantitative Skills Interactive® CD-ROM is a 16- to 20-hour interactive program on the overview of fundamental analytical techniques and how they apply in business. It includes examples on contribution margin, portfolio analysis, and sales volume mix. It's divided into sections that allows student to pick the topics for review. Some of the topics covered include: Measures of Central Tendency and Variation, Chi Square testing, Regression Analysis,

Probability Distributions, and Sampling. Students will be required to validate their understanding of the concepts/topics.

Prerequisite: Permission of the MBA Director.

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**Theater (THEA)**

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THEA 5201—Contemporary US Theater (3-0-3)

An exploration of the immediate state of theatre in the early 21st Century with an emphasis on World Theatre concepts as they apply to American Theatre, new works, and discussion of the future of live performance.

**UNIVERSITY SYSTEM OF GEORGIA**

Thirty-five 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.

Fifteen two-year 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 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 six regional and 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 35 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-five institutions of the University System of Georgia stand ready to encourage and assist citizens interested in college studies.

A 16-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.

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#### Members of the Board of Regents

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			Current Term
Kenneth R. Bernard, Jr.	Douglasville	Thirteenth District	2007-2014
James A. Bishop	Brunswick	First District	2007-2011
Hugh A. Carter, Jr.	Atlanta	State-at-Large	2000-2009
William H. Cleveland	Atlanta	State-at-Large	2001-2009
Robert F. Hatcher	Macon	State-at-Large	2006-2013
Felton Jenkins	Madison	State-at-Large	2006-2013
W. Mansfield Jennings, Jr.		Hawkinsville	Eighth
District	2006-2013		
James R. Jolly	Dalton	Ninth District	2001-2015
Donald M. Leebern, Jr.	Atlanta	State-at-Large	1998-2012
Elridge McMillan	Atlanta	Fifth District	2003-2010
William NeSmith, Jr.	Athens	Tenth District	2008-2015
Doreen Stiles Poitevint	Bainbridge	Second District	2004-2011
Willis J. Potts, Jr.	Rome	Eleventh District	2006-2013
Wanda Yancey Rodwell	Stone Mountain	Fourth District	2005-2012
Kessel Sterling, Jr.	Alpharetta	Sixth District	2008-2015
Benjamin J. Tarbuton III	Sandersville	Twelfth District	2006-2013
Richard L. Tucker	Lawrenceville	Seventh District	2005-2012
Allan Vigil	Morrow	Thirteenth District	2003-2010

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**Colleges and Universities**

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**COMPREHENSIVE AND SPECIAL PURPOSE UNIVERSITIES**

Georgia Institute of Technology 225 North Avenue, N.W. Atlanta, Georgia 30332 (404) 894-2000—GIST 222-5051	Medical College of Georgia 1120 Fifteenth Street Augusta, Georgia 30912 (706) 721-0211—GIST 331-2301
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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
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**REGIONAL UNIVERSITIES**

Georgia Southern University P.O. Box 8055 Statesboro, Georgia 30460 (912) 478-4636—GIST 364-5211	Valdosta State University 1500 North Patterson Street Valdosta, Georgia 31698 (229) 333-5800—GIST 343-5952
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**STATE UNIVERSITIES**

Albany State University 504 College Drive Albany, Georgia 31705-2717 (229) 430-4600—GIST 341-4604	(478) 445-5004—GIST 324-5269
Armstrong Atlantic State University 11935 Abercorn Street Ext. Savannah, Georgia 31419-1997 (912) 344-2503—GIST 369-5258	Georgia Southwestern State University 800 Georgia Southwestern State Univ. Drive Americus, Georgia 31709-4693 (800) 338-0082—GIST 345-1360
Augusta State University 2500 Walton Way Augusta, Georgia 30904-2200 (706) 737-1632—GIST 337-1440	Kennesaw State University 1000 Chastain Road Marietta, Georgia 30144-5591 (770) 423-6000—GIST 228-6033
Clayton State University 2000 Clayton State Boulevard Morrow, Georgia 30260-0285 (678) 466-4000—GIST 220-3531	North Georgia College & State University 82 College Circle Dahlonega, Georgia 30597 (706) 864-1400—GIST 244-1993
Columbus State University 4225 University Avenue Columbus, Georgia 31907-5645 (706) 507-8800—GIST 251-2211	Savannah State University 3219 College Avenue Savannah, Georgia 31404 (912) 356-2186—GIST 362-2240
Fort Valley State University 1005 State University Drive Fort Valley, Georgia 31030-4313 (478) 825-6211—GIST 327-6315	Southern Polytechnic State University 1100 S. Marietta Parkway Marietta, Georgia 30060-2896 (678) 915-7778—GIST 224-7230
Georgia College & State University P.O. Box 23 Milledgeville, Georgia 31061	University of West Georgia 1601 Maple Street Carrollton, Georgia 30118 (678) 839-5000—GIST 232-6442

**STATE COLLEGES**

Abraham Baldwin Agricultural College	2802 Moore Highway Tifton, Georgia 31793
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(229) 391-5000—GIST 342-3242	1000 University Center Lane Lawrenceville, GA 30043 (678) 407-5000
College of Coastal Georgia 3700 Altama Avenue Brunswick, GA 31520 (912) 279-5700	Gordon College 419 College Drive Barnesville, Georgia 30204-1762 (800) 282-6504—GIST 258-5015
Dalton State College 650 College Drive Dalton, Georgia 30720 (706) 272-4436—GIST 235-4438	Macon State College 100 College Station Drive Macon, Georgia 31297 (478) 471-2800—GIST 323-2712
Gainesville State College PO Box 1358 Gainesville, GA 30503 (678) 717-3639	Middle Georgia College 1100 Second Street, SE Cochran, Georgia 31014-1599 (478) 934-6211—GIST 325-3011
Georgia Gwinnett College	

**TWO-YEAR COLLEGES**

Atlanta Metropolitan College 1630 Metropolitan Parkway, S.W. Atlanta, Georgia 30310-4498 (404) 756-4000--GIST 279-4441	(478) 289-2017—GIST 333-4200
Bainbridge College 2500 East Shotwell Street Bainbridge, GA 39819. (229) 248-2500	Georgia Highlands College 3175 Cedartown Highway, SE Rome, GA 30161 (706) 802-5000
Darton College 2400 Gillionville Road Albany, Georgia 31707-3098 (229) 317-6000—GIST 341-6705	Georgia Perimeter College 3251 Panthersville Road Decatur, Georgia 30034-3897 (678) 891-2300—GIST 275-2364
East Georgia College 131 College Circle Swainsboro, Georgia 30401- 2699	South Georgia College 100 West College Park Drive Douglas, Georgia 31533-5098 (912) 260-4200--GIST 347-4202
	Waycross College 2001 South Georgia Parkway

Waycross, Georgia 31503-9248  
(912) 449-7600—GIST 368-6134

**INDEPENDENT RESEARCH UNIT**

Skidaway Institute of Oceanography  
10 Ocean Science Circle  
Savannah, GA 31411  
Phone: (912) 598-2400

**PRESIDENT'S OFFICE**

Thomas J. (Tim) Hynes, Jr., President

**ACADEMIC AFFAIRS**

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Robert A. Vaughan, Jr., Associate Vice President for Academic Affairs

Narem Reddy, Director of Institutional Research and Planning

John Parkerson, Director of International Programs

Adam Tate, Director of the Honors Program

Kevin Demmitt, Associate VP of Academic Outreach

Mannie Hall, Director of Academic Outreach

Jill Lane, Dean of Assessment and Instructional Development

**COLLEGE OF ARTS AND SCIENCES**

Nasser Momayezi, Dean

John Campbell, Associate Dean

R.B. Rosenburg, Assistant Dean

**SCHOOL OF BUSINESS**

Alphonso O. Ogbuehi, Dean

Diane Prince, Associate Dean

**SCHOOL OF HEALTH**

Lisa Wright Eichelberger, Dean

**COLLEGE OF INFORMATION AND MATHEMATICAL SCIENCES**

Lila F. Roberts, Dean

**SCHOOL OF GRADUATE STUDIES**

Thomas McIlwain, Graduate Dean

**ENROLLMENT SERVICES**

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Rebecca Gmeiner, Registrar

Patricia Barton, Director of Financial Aid

Betty Momayezi, Director of Admissions and Recruitment

**CENTER FOR ACADEMIC SUCCESS**

Kathy Garrison, Interim, Director

**CENTER FOR INSTRUCTIONAL DEVELOPMENT**

Jill Lane, Dean  
Helen L. Brackett, Instructional Designer  
Steven Smith, Faculty Developer

**LIBRARY SERVICES**

Gordon Baker, Dean

**ATHLETICS**

H. Mason Barfield, Athletic Director

**CAMPUS LIFE**

Brian Haynes, Vice President  
Elaine Manglitz, Assistant Vice President  
Jeff Jacobs, Director of Judicial Affairs  
Angelyn Hayes, Director of Career Services  
Christine Smith, Director of Counseling  
Lou Bedrossian, Director of Disability Services

**INFORMATION TECHNOLOGY AND SERVICES**

John Bryan, Executive Director

**OPERATIONS, PLANNING, AND BUDGETING**

Corlis Cummings, Vice President  
Linda Corva, Assistant Vice President

**SMALL BUSINESS DEVELOPMENT CENTER**

Kyle Hensel, Director  
Alisa Kirk, Business Consultant

**SPIVEY HALL**

Sam Dixon, Executive Director

**EXTERNAL RELATIONS**

B.G. (Ret) Robert L. Stephens, Jr., Vice President  
Gid Rowell, Director of Alumni Relations  
Reda Rowell, Director of Development  
John Shiffert, Director of University Relations

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**Graduate Faculty**

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Shakil Akhtar, Professor of Information Technology  
B.S., University of Peshawar, 1980; M.S., University of  
Petroleum and Minerals, 1982; Ph.D., Wayne State  
University, 1986.



Dennis G. Attick, Assistant Professor of Teacher Education  
B.S., Southern Connecticut State University, 1992; M.Ed.,  
Georgia State University, 2000; Ph.D., Georgia State  
University, 2008.



Augustine E. Ayuk, Assistant Professor of Political Science  
B.B.A., Georgia College and State University, 1990; M.P.A.,  
Georgia College and State University, 1991; Ph.D., Clark  
Atlanta University, 2000.



Christian Barrientos, Assistant Professor of Mathematics  
Licentiate in Mathematics, Catholic University of  
Valparaiso, Chile, 1990; M.Sc. University of Puerto Rico,  
1997; Doctor of 3<sup>rd</sup> Cycle, Polytechnic University of  
Catalonia, Spain, 2004.



Virginia Bonner, Associate 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.



Nathan A. Borchelt, Associate Professor of Mathematics  
B.S., Newberry College, 1994; M.S.T., University of Florida,  
1996; Ph.D., Georgia State University, 2004.



Jere A. Boudell, Associate Professor of Biology  
A.S., Tidewater Community College, 1993; B.A., Northeastern  
State University, 1995; Ph.D., Arizona State University, 2004.



Maria L. Bullen, Associate Professor of Accounting  
B.S., University of California-Berkeley, 1969; M.B.A.,  
University of California-Berkeley, 1970; Ph.D., University of  
California-Los Angeles, 1982.



Wendy Burns-Ardolino, Director, Master of Liberal Studies and  
Assistant Professor of Liberal Studies  
B.A., University of Hull, 1990; M.A., George Mason  
University, 1997; Ph.D., George Mason University, 2004.



Scott Butterfield, Associate Professor of Accounting  
B.A., Weber State University, 1992; M.S., San Diego State  
University, 1993; Ph.D., Georgia State University, 2002.



Brigitte F. Byrd, Assistant Professor of English  
B.A., University of West Florida, 1997; M.A., University of  
West Florida, 1999; Ph.D., Florida State University, 2003.



Ruth R. Caillouet, Associate Professor of English and Director,  
Master of Arts for Teaching in English  
B.S., Louisiana State University, 1982; M.A., Louisiana State  
University, 1990; Ph.D., Louisiana State University, 1997.

Christina M. Camp, Assistant Professor of Psychology  
B.A., Clark Atlanta University, 1996, Psychology; M.A.,  
California School of Professional Psychology, 2000,  
Community-Clinical Psychology; Ph.D., California School of  
Professional Psychology, 2002, Clinical Psychology.



John G. Campbell, Associate Dean of the College of Arts and  
Sciences and Professor of Physics  
B.S., University of Missouri, 1969; M.S., University of  
Missouri, 1970; Ph.D., University of Florida, 1987.

David Carmichael, Instructor Archival Studies  
MA, Western Michigan University, 1984; BA, Asbury College,  
1981.

Deborah Carr-Warner, Associate Professor of Nursing  
B.S.N., St. John Fisher College, 1992, Nursing; M.S., Syracuse  
University, 1995, Nursing; Ph.D., University of Nevada, Las  
Vegas, 2007, Nursing.



Jennell Charles, Associate Professor of Nursing  
B.S. College of William & Mary, 1976; B.S.N., Medical College  
of Virginia, 1978; M.S.N., East Carolina University, 1985;  
Ph.D., Medical College of Virginia, 1996.



A. Randall Clark, Associate Professor of Journalism  
B.A., Mercer University, 1981; M.A., University of South  
Carolina, 1986; Ph.D., Bowling Green State University,  
1990.



Susan E. Copeland, Associate Professor of English  
B.A., University of Georgia, 1979; M.Ed., Virginia State  
University, 1986; Ph.D., The Catholic University of America,  
2000.



Joseph Andrew Corrado, Assistant Professor of Political Science  
B.A. University of Pittsburgh, 1994; Ph.D., Temple University,  
2004; M.A., Temple University, 1996.



Ali Dadpay, Assistant Professor of Economics  
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.

Michael Dalmat, Assistant Professor of Health Care  
Management

B.A., University of Wisconsin, 1972; International Relations,  
M.P.H., University of Pittsburgh, 1974; Population Studies,  
D.P.H., Johns Hopkins University, 1979.

Michael Dancs, Associate Professor of Mathematics  
BS, Penn State University 1997; PhD, Penn State University,  
2002.



Deborah F. Deckner, Assistant Professor of Psychology  
B.S., Vanderbilt University, 1991; M.Ed., Vanderbilt University, 1995; M.A., Georgia State University, 2000; Ph.D., Georgia State University, 2002.



Catherine Deering, Professor of Psychology  
B.S.N., Duke University, 1978; M.S.N., Yale University, 1980; Ph.D., University of Rhode Island, 1991.



Michael H. Deis, Director, Master of Business Administration and Professor of Management  
B.S.I.M., University of Cincinnati, 1968; M.B.A., University of Dayton, 1974; Ed.D., Nova Southeastern University, 1995.



Phillip DePoy, Assistant Professor of Theater  
B.A., Georgia State University, 1971; M.L.M., Georgia State University, 1978.



Thomas Eaves, Professor of Education  
B.S., North Carolina State University, 1967; M.S., North Carolina State University, 1970; Ed.D., North Carolina State University, 1976.



Lisa Wright Eichelberger, Dean and Professor of Nursing  
B.S.N., University of Alabama at Birmingham, 1975; M.S.N.,  
University of Alabama at Birmingham, 1979; D.S.N.,  
University of Alabama at Birmingham, 1986.



Nikki M. Finlay, Associate Professor of Economics  
A.B., Georgia State University, 1984; M.S., Georgia State  
University, 1990; Ph.D., Georgia State University, 1998.



Peter G. Fitzpatrick, Head of the Department of Health Care  
Management and Professor of Health 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.

Gregory James Flail, Assistant Professor of English  
B.A., University of Pittsburg, 1991; M.A., New York University,  
1996; Ph.D., Georgia State University, 2006.

Victoria Foster, Assistant Professor of Nursing  
B.S.N., Tuskegee University, 1988; M.S.N., Armstrong Atlantic  
University, 1997.

Samantha R. Fowler, Assistant Professor of Biology  
B.S., University of Central Florida, 1997; M.A., University of  
South Florida, 2000; Ph.D. candidate, University of South  
Florida, Secondary Science Education.



Ronald M. Fuqua, Assistant Professor of Health Care Management

B.B.A., Georgia State University, 1975; M.B.A., Georgia State University, 1977; Ph.D., Georgia State University, 2000.



Michelle A. Furlong, Associate Professor of Biology and Head of the Department of Natural Sciences

B.S., Georgia State University, 1994; Ph.D., University of Georgia, 2000.



David Furman, Assistant Professor of Marketing

B.A., Coe College, 1968; M.B.A., South Illinois University, 1968,  
Ph. D, Oklahoma State University, 2004.



Anthony Giovannitti, Professor of Mathematics

B.S., Gannon College, 1973; M.S., New Mexico State University, 1978; Ph.D., New Mexico State University, 1981.



Brian M. Goldman, Assistant Professor of Psychology

B.A., State University of New York, 1995; M.S., University of Georgia, 2001; Ph.D., University of Georgia, 2004.



Barbara Goodman, Chair of the Department of English and Professor of English

B.A., Kalamazoo College, 1977; M.A., University of London, 1986; Ph.D., University of London, 1996.

Pinar Gurkas, Assistant Professor of Psychology

B.A., Bogazici University, 1996, Management; M.A., Bogazici University, 1999, Social Psychology; Ph.D., Purdue University, 2007.



Alexander Hall, Assistant Professor of Philosophy

B.A., University of California at Davis, 1992; M.A., San Francisco State University, 1998; Ph.D., Emory University, 2004.



Gwendolyn Harold, Professor of English

B.S., Troy State University, 1980; M.A., University of South Alabama, 1990; Ph.D., Florida State University, 1995.



Craig A. Hill, Associate Professor of Supply Chain Management

B.S., South Dakota State University, 1980; M.B.A., University of Minnesota, 1985; Ph.D., Vanderbilt University, 1998.



Mary Nix Hollowell, Associate Professor of Education

B.S., Davidson College, 1986; M.A.T., University of North Carolina-Chapel Hill, 1991; Ph.D., University of North Carolina-Chapel Hill, 1994.



Wei-hu Hong, Associate Professor of Mathematics

B.S., Nankai University (China), 1982; M.S., Montana State University, 1986; Ph.D., University of South Carolina, 1991.



E. Joe Johnson, Associate Professor of Foreign Languages  
B.A., The Citadel, 1987; MA, University of South Carolina,  
1992; Ph.D., University of Florida, 1999.



Louis F. Jourdan, Jr., Associate Professor of Management  
B.A., Presbyterian College, 1970; M.S., Georgia Institute of  
Technology, 1973; Ph.D., Georgia State University, 1987.



James S. Keebler, Conklin Chair/Eminent Scholar and Professor  
of Supply Chain Management  
B.S., California State Polytechnic University, 1966; M.S.,  
California State University, Northridge, 1976; M.A.,  
Claremont Graduate School, 1979; Ph.D., 2000.



Reza Kheirandish, Assistant Professor of Economics  
B.Sc., Sharif University of Technology, 1994; M.S., Institute of  
Research-Planning & Development, 1998; M.A., Virginia  
Polytechnics Institute and State University, 2000; A.B.D.,  
Virginia Polytechnics Institute and State University, 2006.



Gregory S. Kordecki, Associate Professor of Accounting  
B.A., Marquette University, 1970; M.P.A., Georgia State  
University, 1976; M.D.S., Georgia State University, 1981.



Elliot J. Krop, Assistant Professor of Mathematics  
B.A., DePaul University at Chicago, 1996; M.S., DePaul  
University at Chicago, 1997; Ph.D., University of Illinois at  
Chicago, 2007.



Mary R. Lamb, Assistant Professor of English and Director of the First-Year Writing

B.A., Furman University, 1987; M.A., Georgia State University; Ph.D., Texas Christian University, 2001.



Betty Glenn Lane, Associate Professor of Nursing

B.S., University of North Carolina, 1977; M.S., University of North Carolina, 1987; Ph.D., Georgia State University, 2005.



Chen-Miao Lin, Associate Professor of Finance

B.B.A. National Central University, 1992; M.B.A. Virginia Commonwealth University, 1995; Ph.D. Georgia State University, 2003.

Cheri Long, Associate Professor of Information Technology

B.A., Mercer University; M.A., University of Central Florida; Ph.D., The University of Texas at Austin.

Samuel J. Maddox, Assistant Professor of Psychology

B.A., Morehouse College, 1997; Ph.D., University of South Carolina, 2005.



Sean Mattie, Assistant Professor of Political Science

B.A., Middlebury College, 1991; M.A., Boston College, 1993; Ph.D., University of Dallas, 1999.



Marko Maunula, Assistant Professor of History  
B.A., Georgia State University, 1996; M.A., University of Georgia, 1998; Ph.D., University of North Carolina at Chapel Hill, 2004.



Gary L. May, Associate Professor of Management  
B.A., Duke University, 1968; M.S., Georgia State University, 1992; Ph.D., Georgia State University, 1998.



Donna W. McCarty, Head of the Department of Psychology and Professor of Psychology  
B.A., University of Georgia, 1976; M.Ed., University of Georgia, 1977; Ph.D., Georgia State University, 1990.



Thomas McIlwain, Interim Dean of Graduation School and Professor of Health Care Management  
B.S., The University of Southern Mississippi, 1975; M.P.H., The University of Tennessee, 1977; Ph.D., The University of Alabama at Birmingham, 1987.



Gregory V. McNamara, Associate Professor of English  
B.S., Frostburg State University, 1991; M.A., West Virginia University, 1993; Ph.D., West Virginia University, 2000.



David W. Messer, Assistant Professor in Curriculum and Instruction  
B.S., University of Tennessee, 1970; M.S., University of Tennessee, 1973; Ed.S., University of West Georgia, 1985; Ed.D., East Tennessee State University, 2001.



Antoinette R. Miller, Associate Professor of Psychology  
B.A., Duke University, 1994; M.S., Northwestern University,  
1996; Ph.D., Northwestern University, 1999.



Shayla L. Mitchell, Assistant Professor of Education  
B.A., Oberlin College, 1999; M.S., University of Pennsylvania,  
2000; Ph.D., Georgia State University, 2008.



A. Rafik Mohamed, Chair of the Department of Social Sciences  
and Associate Professor of Sociology and Criminology  
B. A., George Washington University, 1992; M.A., University  
of California, Irvine, 1996; Ph.D., University of California,  
Irvine, 2001.



Nasser Momayezi, Dean of the College of Arts and Sciences and  
Professor of Political Science  
B.A., National University of Iran, 1976; M.A., Easter New  
Mexico University, 1978; Ph.D., Texas Tech University, 2003.



George E. Nakos, Professor of Marketing  
B.S., University of Alabama at Birmingham, 1987; M.B.A.,  
University of Alabama at Birmingham, 1989; D.B.A., United  
States International University, 1994.



C.R. Narayanaswamy, Professor of Finance and Economics  
B.E., University of Madras (India); M.B.A. Indian Institute of  
Management; M.S., Carnegie Mellon University, 1997;  
Ph.D., Temple University, 1984.

Linda E. Nash, Professor of Mathematics

B.S., North Georgia College & State University, 1973; M.Ed., Georgia State University, 1989; Ph.D. Georgia State University, 1993.



Eugene Ngezem, Assistant Professor of English

B.A., University of Yaonde 1, 1992; M.A., University of Yaonde 1, 1994; Ph.D., University of Yaonde 1, 1994.



Sue Ellen Odom, Professor of Nursing

Diploma, Touro Infirmary, 1975; B.S.N., University of South Alabama, 1985; M.S.N., University of South Alabama, 1988; D.S.N., University of Alabama at Birmingham, 1996.

Cheryl Oestreicher, Instructor of Archival Studies

MLIS, College of St. Catherine Dominican Republic, 2004; BA, University of Wisconsin, 1994; MPhil, Drew University, 2007.

Alphonso O. Ogbuehi, Dean of School of Business and Professor of Business

B.S., The University of Kentucky; M.B.A., The University of Kentucky, Marketing; D.B.A., The University of Memphis, Marketing.



Judith Ogden, Director of Master of Business Administration and Assistant Professor of Business Law and Taxation

B.S., Duquesne University, 1974; J.D., Duquesne University, 1979; M.S.T., Robert Morris University, 1986.



Louis (Lou) Xavier Orchard, Assistant Professor of Accounting  
B.A., University of Washington, 1978; M..B.A., University of  
Washington, 1992; Ph.D., University of Arizona, 1998.



John Emory Parkerson, Jr., Director of International Programs  
and Assistant Professor in Business  
B.A., Emory University, 1974; M.A., Emory University, 1975;  
M.A., Boston University, 1985; J.D., Emory University, 1978;  
LL.M., The George Washington University, 1990.



Richard Pearce-Moses, Assistant Professor of Archival Studies  
B.J., University of Texas at Austin, 1976, Photojournalism;  
M.A., University of Texas at Austin, 1987, American Studies;  
M.S., University of Illinois at Urbana-Champaign, 2001,  
Library and Information Sciences.



Melanie Poudevigne, Program Director and Associate Professor  
of Health and Fitness Management  
B.S., University of Paris V, 1998; M.S., University of Marseille,  
2000; Ph.D., University of Georgia, 2004.



Diane J. Prince, Associate Dean of School of Business  
B.S., University of Wisconsin-Milwaukee, 1972; M.I.A.,  
School of International Training, 1980; M.B.A., Northeastern  
University, 1981; Ph.D., University of Tennessee, 1986.



Junfeng Qu, Assistant Professor of Information Technology  
B.E., East China University, 1990; M.E., East China University,  
1994; M.S., University of Georgia, 2000; Ph.D., University of  
Georgia, 2006.

Sara Quiqley, Instructor in Archival Studies  
BA, University of Texas, 2003; MSIS, University of Texas,  
2007.

John Quinn, Associate Professor of Healthcare  
BS, Cornell University, 1979; BA, Fairfield University, 1975;  
MS, Texas Women's University, 1982; DHA, Medical  
University of South Carolina, 2003.



Howard Charles Ralph, Jr., Assistant Professor of Management  
B.A., University of Maryland, 1982; M.B.A., Clemson  
University, 1993; Ph.D., Clemson University, 2005.

Christopher P. Raridan, Assistant Professor of Mathematics  
B.S., The University of Alabama, 1998; M.A., The University of  
Alabama, 2001; Ph.D., The University of Alabama, 2008.



Lila F. Roberts, Dean of the College of Information and  
Mathematical Sciences and Professor of Mathematics  
B.S., North Carolina State University, 1977; M.S., Old  
Dominion University, 1986; Ph.D., Old Dominion University,  
1988.



Mari Ann Roberts, Assistant Professor of Education  
B.S., Wright State University, 1993; J.D., Mercer University,  
1996; Ph.D., Emory University, 2008.



Charlene Romer, Associate Professor of Nursing  
B.S., Western Illinois University, 1978; B.S.N., Quincy  
University, 1987; M.S., University of Illinois, 1989; Ph.D.,  
University of Missouri, 1999.



R.B. Rosenburg, Assistant Dean of the College of Arts and  
Sciences and Professor of History  
B.A., Samford University, 1979; M.A., Auburn University,  
1982, Ph.D., University of Tennessee, 1989.



Kathryn J. Pratt-Russell, Associate Professor of English  
B.A., Louisiana State University, 1994; M.A., University of  
Colorado, 1997; M.A., Vanderbilt University, 1998; Ph.D.,  
Vanderbilt University, 2001.



LaJuan E. Simpson, Associate Professor of English  
B.A., Fisk University, 1994; M.A., Louisiana State University,  
1996; Ph.D., Louisiana State University, 1999.



Michiel Scott Stegall, Associate Professor of Health Care  
Management  
B.A., University of Arkansas at Fayetteville, 1980; M.H.S.A.,  
University of Arkansas at Little Rock, 1984; Ph.D., Virginia  
Commonwealth University, 1991.



Felicia Rene Stewart, Associate Professor of Communication  
B.A., Howard University, 1995; J.D., Emory University, 1995;  
Ph.D., Howard University, 1998.



Lynn M. Stover, Associate Professor of Nursing  
B.S.N., University of Alabama at Birmingham, 1989; M.S.N.,  
University of Alabama at Birmingham, 1993; D.S.N.,  
University of Alabama at Birmingham, 2000.



Adam Tate, Director of Honors Program and Associate  
Professor of History  
BA, Franciscan University, 1994; MA, University of Alabama,  
1996; PhD, University of Alabama, 2001.



Margaret A. Thompson, Associate Professor of Management  
B.A., Mississippi State University, 1981; M.A., University of  
Georgia, 1984; Ph.D., Georgia State University, 2000.



Patricia Todebush, Associate Professor of Chemistry  
B.A., Smith College, 1996; Ph.D., University of Georgia, 2000.



Susan M. Tusing, Chair of the Department of Visual and  
Performing Arts and Associate Professor of Music  
B.M., Arkansas State University, 1984 M.M., University of  
Missouri, 1987; D.M.A., Louisiana State University, 1993.



J. Celeste Walley-Jean, Assistant Professor Psychology  
B.A., Spelman College, 1995; M.A., University of Southern  
Mississippi, 1998; Ph.D., University of Southern Mississippi,  
2002.

Susan A. Walsh, Clinical Assistant Professor of Nursing  
B.S.N., William Paterson College of New Jersey, 1976; M.N.,  
Emory University, 1987.



Christopher J. Ward, Associate Professor of History  
BA, Guilford College, 1994; MA, University of North Carolina-  
Greensboro, 1996; PhD, University of North Carolina-Chapel  
Hill, 2002.



Eunice N-M. Warren, Associate Professor of Nursing  
B.S.N., University of Texas at Arlington, 1983; M.S., Indiana  
Wesleyan University, 1991; Ph.D., Florida State University,  
2000.



Sanford B. Weinberg, Interim Director, Master of Health Care  
Administration and Associate Professor of Health Care  
Management  
A.B., Dickinson College, 1972; M.A., University of North  
Carolina, 1973; Ph.D. University of Michigan, 1975.



Anita H. Whiting, Associate Professor of Business  
B.S., Berry College, 1998; M.B.A., Georgia Institute of  
Technology, 2000; Ph.D., Georgia State University, 2005.



Katherine M. Willock, Director, Master of Science in Nursing,  
Associate Professor of Nursing  
B.A., Concordia College, 1973; A.D., North Iowa Area  
Community College, 1980; Nursing; B.S., University of Texas,  
1988; M.S., Texas Woman's University, 1990; Ph.D., Kansas  
State University, 1998.

Beverly Wright – Assistant Professor of Marketing  
BBA, Georgia State University 1991; MS, Georgia State  
University, 1994; PhD, Georgia State University, 2005.