

TABLE OF CONTENTS

Home	7	History B.A., Secondary Education Concentration	43
Academic Calendar	8	History, B.A.	45
General Information	9	History, Minor	46
Governance	9	Philosophy, B.A.	46
University System of Georgia	9	Philosophy, Minor	47
Board of Regents	9	Spanish, B.A.	47
Office of the President	9	Spanish, Minor	48
Deans	10	Department of Interdisciplinary Studies	49
Faculty	10	Administrative Management, B.A.S.	49
Emeriti	18	African American Studies, Minor	50
Mission of the University	20	Aviation Administration, Minor	51
University History	20	Homeland Security/Emergency Management, B.A.S.	51
Accreditation and Approvals	20	Homeland Security/Emergency Management, Minor	52
University System of Georgia Member Institutions	21	Integrative Studies, A.A.	52
General University Policies	21	Integrative Studies, A.S.	53
Degree Programs	23	Integrative Studies, B.S.	53
Academics	26	Liberal Studies, B.A.	54
College of Arts and Sciences	26	Technology Management, B.A.S.	55
Department of Biology	27	Women's and Gender Studies, Minor	56
Biology, B.S.	27	Department of Psychology	57
Biology, B.S., Secondary Education Concentration	29	Psychology and Human Services, B.S.	57
Biology, Minor	29	Psychology and Human Services, B.S. (online option)	58
Department of Chemistry and Physics	29	Psychology, Minor	59
Chemistry, B.S.	30	Department of Social Sciences	59
Chemistry + Chemical Engineering Dual Program	33	Criminal Justice, B.S.	59
Integrative Studies, Pre-Engineering Concentration, A.S.	34	Criminal Justice, Minor	60
Integrative Studies, Pre-Pharmacy Concentration, A.S.	35	Legal Studies, B.S.	60
Chemistry, Minor	35	Paralegal Studies, A.A.S.	61
Forensic Science, Minor	36	Paralegal Studies, Certificate	62
Physics, Minor	37	Political Science and Government Studies, B.S.	62
Department of English	37	Political Science, Minor	63
English, B.A.	38	Pre-Law, Minor	63
English, B.A. and Liberal Studies, M.A., Combined Degree	39	Social Work, Minor	64
English, B.A., Secondary Education Concentration	39	Sociology, B.S.	64
English, Minor	40	Sociology, Minor	65
Department of Humanities	42	School of Education	65
French, B.A.	42	Education Specialties, Minor	68
French, Minor	43	Elementary Education, B.S.	69
		Middle Level Education, B.A.	69
		Department of Visual and Performing Arts	71
		Art, Minor	71
		Communication and Media Studies, B.A.	72

Communication and Media Studies, Minor	74	Nursing, B.S.N.	103
Corporate Communication, Minor	75	RN-BSN Completion Track	104
Film Production, A.A.	75	College of Information and Mathematical Sciences	105
Film Production, B.A.	76	Department of Computer Science and Information Technology	106
Film, Minor	77	Computer Science, B.S.	107
Music Education, B.M.	77	Computer Science, Minor	108
Music, B.A.	80	Information Technology, A.A.S	108
Music, Minor	81	Information Technology, B.I.T.	109
Theatre, B.A.	81	Information Technology, Minor	110
Theatre, Minor	82	Department of Mathematics	110
College of Business	82	Mathematics, B.S.	110
Business for Non-BBA Majors, Minor	85	Mathematics, B.S., Secondary Education Concentration	111
Department of Accounting, Business Law , Economics, and Finance	85	Mathematics, Minor	112
Accounting, B.B.A.	85	Pathways to Engineering	112
Business Economics, Minor	87	Dual Degree Options	113
Finance, Minor	87	REPP - Regents' Engineering Pathways Program	118
Accounting, Minor	87	School of Graduate Studies	119
Department of Management	87	Archival Studies, M.A.S.	119
Entrepreneurship and Innovation, Minor	88	Business Administration, M.B.A	120
Management, B.B.A.	88	Clinical/Counseling Psychology, M.S.	124
Department of Marketing and Supply Chain Management	89	Public Administration, M.P.A.	125
Marketing, B.B.A.	90	Family Nurse Practitioner, Post-Master's Certificate	126
Marketing, Minor	91	Health Administration, M.H.A.	127
Professional Sales, Minor	92	Human Resource Leadership, Post-Master's Certificate	128
Supply Chain Management, B.B.A.	92	International Business, Post-Master's Certificate	128
Supply Chain Management, Minor	93	Liberal Studies, M.A.	129
General Business, B.B.A.	93	Nursing, M.S.N.	131
College of Health	93	Supply Chain Management, Post-Master's Certificate	132
Department of Dental Hygiene	94	Teaching, M.A.T.	132
Dental Hygiene, B.S.	95	Courses	135
Double Bachelor's Degrees in Dental Hygiene and Health Care Management	96	Graduate Level Courses	135
RDH-BSDH Completion Track	96	Accounting (ACCT)	135
Department of Health Care Management	97	Art (ART)	136
Health Care Management, B.S.	98	Biology (BIOL)	136
Health Sciences, B.S.	99	Business (BUSA)	137
Health and Fitness Management Program	100	Chemistry (CHEM)	137
Health & Fitness Management, Minor	100	Criminal Justice (CRJU)	137
Health and Fitness Management, B.S.	101	Economics (ECON)	139
School of Nursing	102	Education (EDUC)	139
Double Bachelor Degrees in Nursing and Health Care Management	103	English (ENGL)	139

Finance (FINA)	141	Education (EDUC)	177
French (FREN)	141	ENGL to Speakers of Other Lang (ESOL)	181
Health & Fitness Management (HFMG)	141	English (ENGL)	181
Health Care Management (HCMG)	141	Environmental Science (ENVS)	183
Health Related Studies (HLTH)	142	Experiential Learning-Alternat (EXLA)	183
History (HIST)	143	Experiential Learning-Intern (EXLI)	183
Information Tech Foundation (ITFN)	143	Experiential Learning-Parallel (EXLP)	183
Interdisciplinary Studies (IDST)	143	Film (FILM)	184
Liberal Studies (MALS)	143	Finance (FINA)	187
Management (MGMT)	143	Forensic Science (FOSC)	187
Marketing (MKTG)	144	French (FREN)	188
Mathematics (MATH)	145	Geology (GEOL)	189
Mathematics Education (MAED)	146	Health & Fitness Management (HFMG)	189
Music (MUSC)	146	Health Care Management (HCMG)	190
Nursing (NURS)	146	Health Related Studies (HLTH)	191
Philosophy (PHIL)	148	Health Sciences (HSCI)	193
Political Science (POLS)	148	History (HIST)	193
Psychology (PSYC)	149	Homeland Security Emerg Mgmt (HSEM)	197
Science (SCI)	150	Human Services (HMSV)	197
Spanish (SPAN)	150	Humanities (HUMN)	198
Statistics (STAT)	150	Info Design and Production (ITMM)	198
University Foundations (CSU)	150	Info Software Development (ITSD)	198
Undergraduate Level Courses	150	Information Database Admin (ITDB)	198
Accounting (ACCT)	152	Information Tech Foundation (ITFN)	198
African American Studies (AFAM)	153	Information Tech Network (ITNW)	200
Art (ART)	154	Information Tech Skills (ITSK)	200
Astronomy (ASTR)	154	Integrative Studies (INTE)	200
Aviation Administration (AVIA)	155	International Studies (INTL)	200
BA-Liberal Studies (BALS)	155	Italian (ITAL)	200
Biology (BIOL)	155	Journalism (JOUR)	201
Business (BUSA)	161	Language Arts/Reading (LART)	201
Business Law (BLAW)	161	Latin (LATN)	201
Chemistry (CHEM)	161	Legal Studies (LGST)	202
Communication/Media Studies (CMS)	165	Management (MGMT)	202
Communications (COMM)	168	Marketing (MKTG)	203
Computer Science (CSCI)	170	Mathematics (MATH)	204
Computing (CPTG)	172	Military Science Leadership (MSL)	207
Criminal Justice (CRJU)	172	Music (MUSC)	207
Critical Thinking (CRIT)	175	Nursing (NURS)	210
Dance (DANC)	175	PACE Academic Community Engagement (EXEL)	211
Dental Hygiene (DHYG)	175	Paralegal Studies (PARA)	211
Economics (ECON)	176	Philosophy (PHIL)	212

Physics (PHYS)	212	Communication	239
Political Science (POLS)	213	Application for Admission	240
Psychology (PSYC)	216	College Transcripts	240
Reading (READ)	219	Test Scores	240
Science (SCI)	219	International Students	240
Social Science (SOSC)	219	Medical Insurance	240
Sociology (SOCI)	220	Departmental Requirements	240
Spanish (SPAN)	221	Changing Semester of Application	241
Studies Abroad (STAB)	223	Changing Semester of Entry	241
Supply Chain Mgmt Logistics (SCML)	223	Retention of Records	241
Technology Management (TECH)	224	Graduate Assistantships	241
Theater (THEA)	227	Reentry Applications	241
University Foundations (CSU)	228	Financial Information	242
Web BIT (WBIT)	228	General Regulations on Tuition	242
Women's Studies (WST)	230	Tuition	242
Writing Lab (WLAB)	230	Books, Software, and Other Costs	242
Admissions Information	231	Mandatory Fees	242
General Admissions Policies	231	Elective Fees and Special Charges	242
Georgia Residency Status	231	Third-Party Billing	243
Lawful Presence Verification	232	Refund Policy	243
Servicemembers Opportunity College	232	Regents' Tuition Assistance Program	243
Students 62 Years of Age or Older	232	Out-of-State Tuition Waivers	243
Undergraduate Admissions	232	Refunds in the Event of Death	243
Requirements for Undergraduate Applicants	232	Military Refunds	243
Dual Enrollment & Early Admission of High School Students	233	Bad Check and Delinquent Account Policy	243
Freshmen and Recent High School Graduates	233	Financial Aid and Payment Plan	244
Non-Traditional Students	234	Return of Title IV Student Aid	244
Transfer Students	235	Financial Aid	244
Transient Students	236	BankMobile Student Refunds	244
International Students	236	Financial Aid Eligibility	245
Post-Baccalaureate Students	237	Graduation Requirements	246
Non-degree	237	Undergraduate Graduation Requirements	246
Readmission of Former Clayton State Students	237	Core Curriculum	246
New Student Orientation	237	Bachelor of Applied Science Core Curriculum	248
Denial of Admission	237	Lower Division Required Coursework	248
Academic Renewal	238	Upper Division Major Requirements	248
Graduate Admissions	239	Total Hours Requirement	249
Requirements for Graduate Applicants	239	Grade Point Average	249
Provisional Admission	239	Grade Requirements for Specific Courses	249
Non-Degree Admission	239	Residency Requirement	249
Transient Admission	239	General Certificate Requirements	249
		Georgia History and Constitution Requirements	249

Other Graduation Requirements	249	Course Repeat Policy	261
Application for Graduation	250	Policy on Transfer Credit at the Master's Level	261
Graduate Graduation Requirements	250	Final Examinations	262
Graduate Major Requirements	250	Academic Progression	262-1
Total Hours Requirement	250	Student Handbook	263
Grade Point Average	250	Student Policies	263
Residency Requirement	250	Code of Conduct	263
Application for Graduation	250	Academic Conduct Regulations	263
Rules and Regulations	251	General Conduct Regulations	265
Basic Student Responsibilities	251	University Housing Policies	268
Computer Devices	251	Disciplinary Procedures	270
Registering for Courses	252	Disruptive Student Behavior	270
University Attendance Policy	252	Overview of the Conduct Process	271
No Show Policy	252	Initiation of Charges - Resolution & Adjudication Options	271
Prerequisites and Corequisites	252	University Hearing Authority	272
Late Registration and Changing Schedules	253	Adjudicating Alleged General Misconduct Infractions	272
Cross Registration in the Atlanta Regional Council for Higher Education	253	Adjudicating Alleged Academic Conduct Infractions	273
Auditing Courses	253	Due Process and Student Rights	273
Online Instruction	253	Hearing Procedures	274
Withdrawal from Courses	253	Disciplinary Sanctions	275
Credit Hours	254	Appeal Process	276
Undergraduate Specific Rules and Regulations	255	Student Complaint Policy	277
Academic Advisement	255	Graduate Academic Appeals Process	278
Declaring and Changing Majors	255	ADA Appeals and Grievances	279
Course Overload	255	Children on Campus Policy	280
Required First Year Experience Program Policy	255	Academic Honesty	281
Prior Learning Assessments	255	Plagiarism	281
Classification of Students	257	Cheating on Examinations	282
Grading System	258	Unauthorized Collaboration	282
Course Repeat Policy	258	Falsification	282
Grade and Academic Appeals	259	Multiple Submissions	282
Academic Standing	259	Evidence and Burden of Proof	282
Learning Support Requirements	259	Student Resources and Services	282
Academic Honors	260	Academic Support Services	282
Graduate Specific Rules and Regulations	260	Bursar's Office	282
Academic Advisement	260	Center for Academic Success	282
Full-Time Course Load	260	Center for Advising and Retention	283
Half-Time Course Load	260	Honors Program	283
International Student Course Load	260	International Student Services	283
Course Overload	260	Library	284
Grading System	261	New Student Orientation	284

Office of Financial Aid	284
Office of the Registrar	285
Office of Undergraduate Admissions	285
Testing Center	285
Auxiliary Services	285
Dining Services	285
LakerCard Center	286
Loch's Nest	287
Smartprint/Copying	287
The Loch Shop	287
Vending Services	287
Campus Centers and Activities	288
Intercollegiate Athletics	288
Masterworks Chorus at Spivey Hall	288
Music Drama Workshop	288
Recreation and Wellness	288
Spivey Hall	288
Student Activities Center	289
Student Government Association	289
University Chorale	289
University Jazz Band	289
University Orchestra	289
University Theatre	290
Student Support Services	290
Counseling and Psychological Services	290
Department of Campus Life	290
Disability Resource Center	290
Division of Student Affairs	291
Office of Career Services	291
Office of Community Standards	292
Office of Information Technology and Services	292
University Advancement	292
University Health Services	292
University Housing and Residence Life	293
Veterans Resource Center	293
Catalog A-Z Index	294
Catalog Contents	295
Search Courses	300
Index	301

HOME

Clayton State University is a senior unit of the University System of Georgia.

Provisions of this Publication

The Clayton State University Academic Catalog and Student Handbook is designed to provide information about the University's policies, degree programs, course offerings, services, faculty, and facilities. Statements set forth in this publication are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of the Academic Catalog portion of this publication will ordinarily be applied as stated, Clayton State University reserves the right to change any provision listed - including but not limited to academic requirements for graduation - without actual notice to individual students. While every effort will be made to keep students advised about all changes, it is especially important that each student note that it is his or her responsibility to remain apprised of current graduation requirements for particular degree and certificate programs.

ACADEMIC CALENDAR

For most current calendar go to <http://www.clayton.edu/calendar> and click on the appropriate Academic Calendar.

GENERAL INFORMATION

- Governance (p. 9)
- Mission of the University (p. 20)
- University History (p. 20)
- Accreditation and Approvals (p. 20)
- University System of Georgia Member Institutions (p. 21)
- General University Policies (p. 21)

Governance

- University System of Georgia (p. 9)
- Board of Regents (p. 9)
- Office of the President (p. 9)
- Deans (p. 10)
- Faculty (p. 10)
- Emeriti (p. 18)

University System of Georgia

Twenty-six public colleges and universities (<https://www.usg.edu/institutions>) 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.

The 9 state colleges and 9 state universities offer bachelor degrees and, in many cases, some graduate degrees. Degree programs include hundreds of fields of interest including business administration, teacher education, mathematics, sciences, history and other social sciences, engineering, art, and music. Some of these institutions also offer many of the two-year career programs offered by community colleges.

The 4 comprehensive and 4 research universities offer graduate programs leading to master's and doctor's degrees, four-year programs leading to bachelor degrees, and some two-year programs. Offerings include programs ranging from aerospace and nuclear engineering at the Georgia Institute of Technology; economics and health administration at Georgia State University; medicine and dentistry at Augusta University; 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 28 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 to residents of Georgia for attending college, exclusive of living expenses, are low by most standards.

In addition to college courses and programs, non-credit offerings are made available in almost every area of human interest. Many courses

and programs are designed to improve job skills, while others provide opportunities for self-improvement in areas unrelated to work. The four universities also conduct extensive programs of research directed primarily toward improving the economic and human welfare of the people of Georgia. The thirty institutions of the University System of Georgia stand ready to encourage and assist citizens interested in college studies.

A 19-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. Regular terms of Board members are seven years. The Board of Regents also has oversight of the Georgia Archives, located adjacent to the campus of Clayton State University, and the Georgia Public Library System.

Board of Regents

Regent	Location	District	Term
C. Dean Alford, P.E.	Conyers	Fourth	2019-2026
Chris Cummiskey	Atlanta	At-Large	2018-2020
W. Allen Gudenrath	Macon	Eighth	2018-2025
Erin Hames	Atlanta	At-Large	2018-2023
Barbara Rivera Holmes	Albany	Second	2018-2025
Samuel Holmes	Atlanta	At-Large	2019-2026
C. Thomas Hopkins, Jr. MD	Griffin	Third	2018-2025
James M. Hull	Augusta	At-Large	2016-2023
Laura Marsh	Statesboro	Twelfth	2016-2020
Jose Perez	Peachtree Corners	Seventh	2019-2026
Neil L. Pruitt, Jr	Norcross	Eleventh	2017-2024
Sarah Elizabeth Reed	Atlanta	Fifth	2017-2024
Sachin Shailendra	Atlanta	Thirteenth	2014-2021
E. Scott Smith	Ringgold	Fourteenth	2013-2020
Kessel D. Stelling, Jr.	Columbus	Sixth	2015-2022
Ben J. Tarbutton III	Sandersville	Tenth	2013-2020
Thomas Rogers Wade (Vice Chair)	Atlanta	At-Large	2013-2020
Don L. Waters (Chair)	Savannah	First	2018-2024
Philip A. Wiheit, Sr.	Gainesville	Ninth	2015-2022

Office of the President

Thomas J. Hynes, Jr.
President

Cabinet

Kevin Demmitt

Provost and Vice President for Academic Affairs

Shakeer Abdullah

Vice President for Student Affairs

Chase Moore

Vice President of University Advancement

Corlis Cummings

Vice President of Business and Operations

Bill Gruszka

Vice President of Information Technology and Services

Stephen Schultheis

Vice President for Enrollment Management and Student Success

Deans

Nasser Momayezi

College of Arts and Sciences

Jacob M. Chacko

College of Business

Lisa Eichelberger

College of Health

Lila Roberts

College of Information and Mathematical Sciences

Sonya Gaither

Dean of Library Services

J. Celeste Walley-Jean

School of Graduate Studies

Faculty

A (p. 10) **B** (p. 10) **C** (p. 11)
D (p. 11) **E** (p. 12) **F** (p. 12) **G**
 (p. 12) **H** (p. 12) **I** **J** (p. 13) **K**
 (p. 13) **L** (p. 14) **M** (p. 14) **N**
 (p. 15) **O** (p. 15) **P** (p. 16) **Q**
 (p. 16) **R** (p. 16) **S** (p. 16) **T**
 (p. 17) **U** **V** (p. 17) **W** (p. 17) **X**
 (p. 18) **Y** (p. 18) **Z** (p. 18)

A

LaTasha Adams

Assistant Professor, Education

Ph.D., University of North Carolina at Charlotte, 2007, Curriculum & Instruction

Augustine O. Agyeman

Professor, Chemistry

Ph.D., Loyola University, 2007, Chemistry

Shakil Akhtar

Professor, Computer Science and Information Technology

Ph.D., Wayne State University, 1986, Computer Engineering

Dennis G. Attick

Professor & Assistant Dean of Education, Teacher Education

Ph.D., Georgia State University, 2009, Education

Augustine E. Ayuk

Professor, Political Science

Ph.D., Clark Atlanta University, 2001, Political Science

B

Scott M. Bailey

Associate Professor, Mathematics

Ph.D., Northwestern University, 2008, Mathematics

Kelli N. Bain

Lecturer, Chemistry

M.S., Middle Tennessee State University, 1999, Chemistry

Wanda G. Barnes

Associate Professor, Dental Hygiene

Ph.D., Ohio State University, 1999, Educational Administration

Rodger A. Bates

Professor, Sociology

Ph.D., University of Delaware, 1975, Sociology

Tamika Baugh-Allen

Instructor, Nursing

M.S.N., Clayton State University, 2018, Family Nurse Practitioner

Richard E. Bell

Associate Professor, Music

D.M.A., University of Georgia, 1991, Music Education

Jennie S. Bergen

Assistant Professor, Nursing

D.Ed., University of West Georgia, 2018, Nursing Education

Khamis M. Bilbeisi

Professor, Accounting

Ph.D., The University of Mississippi, 1989, Accounting

Virginia A. Bonner

Professor, Film Studies

Ph.D., Emory University, 2003, Women's Studies

Larry D. Booth

Senior Lecturer, Information Technology

M.S., University of Evansville, 1989, Computer Science Education

Jere Ann Boudell

Professor, Biology

Ph.D., Arizona State University, 2004, Plant Biology

Drew Brandon

Assistant Professor, Chemistry

Ph.D., Texas Tech University, 2017, Chemistry

Eric M. Bridges

Professor, Psychology

Ph.D., University of Georgia, 2004, Educational Psychology

Benjamin L. Buckley

Senior Lecturer, Philosophy

Ph.D., Indiana State University, 2008, Philosophy

Shawn L. Bulloch

Lecturer, Film Production
D.Ed., Fielding Graduate University, 2007, Educational Leadership

Stephen C. Burnett

Professor, Biology
Ph.D., Ohio State University, 2001, Evolution Ecology & Organismal Biology

Christie H. Burton

Professor, Technology
D.Ed., The George Washington University, 2003, Human Resources Development

Marcia K. Butler

Associate Professor & Assistant Dean of Health Professions, Health Care Management
D.Ph., University of Kentucky, 2012, Public Health

Brigitte F. Byrd

Professor, English
Ph.D., Florida State University, 2003, Creative Writing

C

Kimberly Campbell

Assistant Professor, Nursing
D.N.P., Georgia College and State University, 2017, Nursing Practice

Jacob Chacko

Professor & Dean of College of Business, Business
D.B.A., United States International University, 1990, Business Administration

Annalisa C. Chang

Assistant Professor, Music Education
Ph.D., Florida State University, 2017, Music Education

Pearl S. Chang

Associate Professor, Psychology
Ph.D., The University of Georgia, 2012, Counseling Psychology

Xueyu Cheng

Associate Professor, Interdisciplinary Studies
Ph.D., Ohio State University, 2007, Economics

Hae Ryong Chung

Assistant Professor & Coordinator for Health Fitness Management, Health Fitness Management
Ph.D., University of Illinois at Urbana-Champaign, 2014, Kinesiology & Community Health

Alan R. Clark

Associate Professor, Media Studies
Ph.D., Bowling Green State University, 1990, Mass Communication

Shannon M. Cochran

Associate Professor, Interdisciplinary Studies & English
Ph.D., The Ohio State University, 2010, Women's Gender & Sexuality Studies

Elicia S. Collins

Clinical Instructor, Nursing

Ph.D., Georgia State University, 2019, Nursing

Tyrell L. Collins

Lecturer, English
M.F.A., Columbia College, 2017, Creative Writing

Susan E. Copeland

Professor & Director of the Master of Arts in Liberal Studies Program, English
Ph.D., The Catholic University of America, 2000, English

Matthew S. Cornick

Professor & Coordinator of Legal Studies, Legal Studies
J.D., Emory University, 1982, Law

Kate A. Cotter-Reilly

Lecturer, Accounting
M.B.A., Clayton State University, 2019, Accounting & Human Resource Leadership

Annette Crew-Gooden

Clinical Assistant Professor, Nursing
M.S.N., Georgia State University, 1990, Nursing

D

Mark Daddona

Associate Professor & Coordinator of the Clayton State Courses, Psychology
Ph.D., University of Georgia, 2000, Counseling

Samina Damani

Clinical Instructor, Nursing
M.S.N., Brenau University, 2018, Family Nurse Practitioner

Michael Dancs

Associate Professor, Mathematics
Ph.D., Pennsylvania State University, 2002, Mathematics

Jason Davis

Associate Professor & Department Chair of Interdisciplinary Studies, Criminal Justice
Ph.D., University of Florida, 2008, Sociology

Diane E. Day

Senior Lecturer, Biology
Ph.D., Georgia State University, 2003, Biology

Indhira De La Rosa

Assistant Professor, Biology
Ph.D., Baylor College of Medicine, 2014, Molecular Biology & Immunology & Microbiology

Deborah F. Deckner-Davis

Professor, Psychology
Ph.D., Georgia State University, 2002, Psychology

Catherine G. Deering

Professor, Psychology
Ph.D., University of Rhode Island, 1991, Clinical Psychology

Kevin P. Demmitt

Professor & Provost & Vice President for Academic Affairs, Sociology
Ph.D., Purdue University, 1990, Sociology & Anthropology

Sean W. Dever

Lecturer, English
M.F.A., Emerson College, 2019, Creative Writing

Han Ngoc Dong

Assistant Professor, Nursing
M.S.N., Georgia State University, 2004, Nursing

Erica K. Dotson

Associate Professor, Education
Ph.D., Emory University, 2010, French

Keith Driscoll

Associate Professor, Mathematics
Ph.D., University of Arkansas, 2001, Chemical Engineering

Susan I. Duley

Professor & Department Chair of Dental Hygiene, Dental Hygiene
D.Ed., Western Michigan University, 1989, Educational Leadership

Aubrey Lynn Dyer

Associate Professor, Chemistry
Ph.D., University of Florida, 2007, Analytical Chemistry

E

Lisa W. Eichelberger

Professor & Dean of the College of Health, Nursing
D.S.N., University of Alabama at Birmingham, 1986, Nursing

Charles J. Elfer, Sr.

Associate Professor, History Education
Ph.D., University of Georgia, 2011, Social Sciences Education

F

Elnora D. Farmer

Lecturer, Applied Sciences
M.B.A., The Ohio State University, 1994, Management & Finance

Jelani M. Favors

Associate Professor, History
Ph.D., The Ohio State University, 2006, History

Margaret W. Fletcher

Senior Lecturer, English
Ph.D., Georgia State University, 1995, English

Victoria Foster

Professor & Director of Undergraduate Nursing Program, Nursing
Ph.D., Georgia State University, 2011, Nursing

Antoinette S. France-Harris

Associate Professor, Legal Studies
J.D., University of Pennsylvania Law School, 1997, Law

Ronald Fuqua

Professor, Health Care Management
Ph.D., Georgia State University, 2000, Sociology

Michelle A. Furlong

Professor & Assistant Dean of Arts & Sciences, Biology
Ph.D., University of Georgia, 2000, Microbiology

G

Sonya Gaither

Dean of Library Services, Library

Ed.D., Georgia Southern University, 2003, Educational Administration

Erica J. Gannon

Associate Professor, Psychology
Ph.D., Auburn University, 2002, Counseling Psychology

J. Yvette Gardner

Associate Professor, Biology
Ph.D., New Mexico State University, 1998, Molecular Biology

Nichelle Elise Gause

Senior Lecturer, Psychology
M.A., Clark Atlanta University, 2002, Counseling Psychology

David Gilbert

Professor, History
Ph.D., University of Iowa, 2003, History

Brian M. Goldman

Associate Professor, Psychology
Ph.D., University of Georgia, 1995, Psychology

Randall S. Gooden

Associate Professor, History
Ph.D., West Virginia University, 1995, History

Barbara A. Goodman

Professor of English, English
Ph.D., University of London, 1980, English Literature

Christina M. Grange

Associate Professor, Psychology
Ph.D., Virginia Commonwealth University, 2007, Clinical Psychology

Cantice G. Greene

Associate Professor, English
Ph.D., Georgia State University, 2010, English

David C. Greenebaum

Librarian, Library
M.L.S., Indiana University, 1995, Library Science

Deborah M. Gritzmacher

Senior Lecturer, Health Care Management
M.S., Georgia State University, 1983, Nursing

Susan Gronka

Clinical Instructor, Nursing
M.S., Georgetown University, 2014, Nursing Education

Pinar Gurkas

Associate Professor, Psychology
Ph.D., Purdue University, 2007, Psychology

Jason L. Guthrie

Assistant Professor, Communication
Ph.D., University of Georgia, 2018, Mass Communications

H

Linda J. Hain

Assistant Professor, Marketing
D.B.A., Kennesaw State University, 2015, Marketing

Alexander Hall

Professor & Director of the Honors Program, Philosophy

Ph.D., Emory University, 2004, Philosophy

Feechi Hall

Archivist, Archives

M.L.I.S., Valdosta State University, 2015, Library & Information Sciences

Lydia Hall

Lecturer & Chair of the Center for Supply Chain Management, Supply Chain Management

M.B.A., University of Dallas, 2012, Logistics & Supply Chain Management

Gwendolyn Harold

Professor, English

Ph.D., Florida State University, 1995, English

Charlie L. Harris

Associate Professor, Psychology

Ph.D., University of Miami, 1994, Psychology

Jennifer Harris

Senior Lecturer, Mathematics

M.A.T., Clayton State University, 2011, Mathematics

Jonathan Mark Harris

Associate Professor, Film Production

M.F.A., Georgia State University, 2003, Digital Filmmaking & Art

Joanna Harris-Worelds

Assistant Professor, Dental Hygiene

D.Ed., University of Georgia, 2016, Education

Carmen V. Harrison

Assistant Professor, Nursing

Ph.D., University of Missouri, 2016, Nursing

Iryna Hayduk

Assistant Professor, Economics

Ph.D., University of Houston, 2014, Economics

Joey D. Helton

Lecturer, Health Care Management

D.B.A., Georgia State University, 2017, Business

Laura E. Herndon

Serials Librarian, Library

M.L.I.S., Valdosta State University, 2011, Library & Information Science

Craig Hill

Professor & Conklin Chair, Supply Chain Management

Ph.D., Vanderbilt University, 1998, Operations Management

Lisa D. Holland-Davis

Associate Professor, Sociology

Ph.D., University of Florida, 2006, Sociology

Angela L. Hollis

Clinical Instructor, Nursing

M.S.N., Georgia State University, 2015, Nursing

Weihsu Hong

Professor, Mathematics

Ph.D., University of South Carolina, 1991, Mathematics

Vangela C. Humphries

Senior Lecturer & Director of Interdisciplinary Studies, Interdisciplinary Studies

M.A., Clark Atlanta University, 2005, Counseling

Brian A. Hunt

Lecturer, Economics

M.A., University of Denver, 2000, Global Finance & Trade & Economics

Thomas J. Hynes

Professor & President, Communication

Ph.D., University of Massachusetts, 1976, Communication Studies

J

Thomas Jackson

Librarian, Library

M.L.I.S., Valdosta State University, 2011, Library Science

Andrea A. Jacques

Associate Professor, Criminology & Criminal Justice

Ph.D., University of South Carolina, 2013, Criminology & Criminal Justice

Wesley S. Jacques

Lecturer, English

M.A., Hofstra University, 2008, English

Todd D. Janke

Associate Professor, Philosophy

Ph.D., Georgetown University, 2004, Philosophy

Byron A. Jeff

Associate Professor, Computer Science and Information Technology

Ph.D., Georgia Institute of Technology, 2005, Information & Computer Science

E. Joseph Johnson

Professor, World Languages

Ph.D., University of Florida, 1999, French

Terrence A. Johnson

Associate Professor & Department Chair of Visual & Performing Arts, Music

Ph.D., Florida State University, 1993, Choral Music Education

Aisha M. Johnson-Jones

Half-Time Lecturer, Archival Studies

Ph.D., Florida State University, 2015, Information Studies

Chizara Jones

Lecturer, Psychology

Ph.D., University of Cincinnati, 2017, Clinical Psychology

Sharon Jones

Assistant Professor, Nursing

D.N.P., Samford University, 2012, Nursing

Louis F. Jourdan

Professor, Management

Ph.D., Georgia State University, 1987, Organizational Psychology

K

Taralyn C. Keese

Lecturer, Sociology

M.S.W., Georgia State University, 2009, Social Work

Emran W. Khan

Professor, Criminal Justice

Ph.D., Oklahoma State, 2001, Human Resources

Reza Kheirandish

Professor & Department Chair of Accounting, Business Law, Economics and Finance, Economics

Ph.D., Virginia Tech, 2006, Economics

Emily Kilburg

Clinical Instructor, Nursing

M.S.N., Clayton State University, 2012, Nursing Education

Joshua F. Kitchens

Director & Assistant Professor of Archival Studies, Archival Studies

M.A.S., Clayton State University, 2014, Archival Studies

Sipai Klein

Associate Professor & Director of Writers Studio, English

Ph.D., New Mexico State University, 2011, Rhetoric & Professional Communication

Stephen Klusza

Lecturer, Biology

Ph.D., Florida State University, 2011, Biological Sciences

Christopher H. Kodani

Associate Professor, Biology

Ph.D., Northern Illinois University, 2003, Biological Sciences

Tatiana A. Krivosheev

Professor, Physics

Ph.D., University of Illinois at Chicago, 2001, Physics

Elliot Krop

Professor, Mathematics

Ph.D., University of Illinois, 2007, Mathematics

Adam Kubik

Head of Technical Services, Library

M.S.L.S., State University of New York, 2004, Library Science

Kenneth K. Kungu

Associate Professor, Management

Ph.D., Louisiana State University, 2010, Human Resources & Leadership Development

Andrew P. Kurt

Associate Professor, History

Ph.D., University of Toronto, 2002, Medieval History

L

Bryan T. LaBrecque

Assistant Professor, Aviation Management

M.B.A., Georgia State University, 2003, Business

Sanjay Lal

Senior Lecturer, Philosophy

Ph.D., University of Tennessee, 2006, Philosophy

Mary R. Lamb

Professor & Department Chair of English, English

Ph.D., Texas Christian University, 2001, English

Jill Lane

Professor & Associate Provost, Instructional Design & Technology

D.Ed., Pennsylvania State University, 2001, Instructional Systems

Carin A. Lightner-Laws

Assistant Professor, Management & Supply Chain Management

Ph.D., North Carolina State University, 2008, Operations Research & Industrial Engineering

Chen-Miao Lin

Professor, Finance

Ph.D., Georgia State University, 2003, Finance

Michael M. Lindsay

Assistant Professor, English & African American Studies

Ph.D., Morgan State University, 2014, English

Mandy E. Lusk

Associate Professor, Special Education

Ph.D., University of North Texas, 2012, Special Education

M

Samuel J. Maddox

Associate Professor, Psychology

Ph.D., University of South Carolina, 2005, Psychology

Colton R. Magnant

Assistant Professor, Mathematics

Ph.D., Emory University, 2008, Mathematics

Crystal Marchant

Clinical Instructor, Nursing

M.S., Walden University, 2010, Nursing

Catherine A. Matos

Professor & Interim Department Chair of Mathematics, Mathematics

Ph.D., Georgia Institute of Technology, 2001, Aerospace Engineering

Marko H. Maunula

Professor, History

Ph.D., University of North Carolina-Chapel Hill, 2004, History

Francisca P. Maxwell

Lecturer, Music

D.M.A., University of Texas at Austin, 2002, Voice Performance

Billie May

Senior Lecturer, Mathematics

M.A.T., Indiana University, 1983, Mathematics

Mark May

Associate Professor, Communication and Media Studies

Ph.D., Ohio State University, 2004, Communication

Margaret F. McAlister

Lecturer, Health Care Management

D.B.A., Georgia State University, 2017, Business Administration

Shandra L. McDonald

Assistant Professor, Film Production

M.F.A., Howard University, 1998, Film

Renee E. McFarlane

Senior Lecturer, Biology

M.S., Long Island University, 2002, Biology

Susan L. McFarlane-Alvarez

Associate Professor, Corporate and Cultural Communication
Ph.D., Georgia State University, 2006, Communications

Thomas McIlwain

Professor & Director of MHA Program, Health Care Management
Ph.D., University of Alabama, 1987, Health Care Administration

Gregory V. McNamara

Professor, English
Ph.D., West Virginia University, 2000, English

Joshua R. Meddaugh

Associate Professor & Department Chair of Social Sciences, Political Science
Ph.D., State University of New York-Buffalo, 2012, Public Law, American Politics

Paul D. Melvin

Associate Professor & Interim Department Chair of Biology, Biology
Ph.D., University of Alabama - Birmingham, 2007, Biology

Lawrence K. Menter

Senior Lecturer, Legal Studies
J.D., Emory University, 1983, Law

John J. Meyers

Assistant Professor, Chemistry
Ph.D., University of Kansas, 2013, Chemistry

Antoinette R. Miller

Professor, Department Chair of Psychology & PACE Director, Psychology
Ph.D., Northwestern University, 1999, Psychology

Dennis R. Miller

Associate Professor, Spanish
Ph.D., Florida State University, 2003, Spanish

Keith E. Miller

Associate Professor & Department Chair of Management, Management
Ph.D., Northwestern University, 1993, Chemical Engineering

Kamran S. Moghaddam

Associate Professor, Supply Chain Management
Ph.D., University of Louisville, 2010, Industrial Engineering

Nasser Momayezi

Professor & Dean of the College of Arts & Sciences, Political Science
Ph.D., Texas Tech, 1983, Political Science

Mara A. Mooney

Professor, Legal Studies
J.D., Emory University, 1995, Law

Jillian Morgan

Lecturer, Computer Science and Information Technology
M.S., Columbus State University, 2010, Information Technology

Rebecca A. Morgan

Associate Professor, Nursing
Ph.D., Georgia State University, 2017, Nursing

Barbara E. Musolf

Associate Professor, Biology
Ph.D., Georgia State University, 2008, Biology

N

Erin L. Nagel

Assessment & Marketing Librarian, Library
M.L.I.S., Valdosta State University, 2011, Library & Information Sciences

George E. Nakos

Professor & Department Chair of Marketing and Supply Chain Management, Marketing
D.B.A., United States International University, 1994, Business Administration

Cancheputra Narayanaswamy

Professor, Finance
Ph.D., Temple University, 1984, Finance

Dianne Nelson

Associate Professor, Nursing
Ph.D., Rush University, 2004, Community & Family Health Nursing

Eugene A. Ngezem

Professor, English
Ph.D., University of Yaoundé, 2002, English Literature

Ken D. Nguyen

Associate Professor, Computer Science and Information Technology
Ph.D., Georgia State University, 2012, Computer Science

Kelli L. Nipper

Professor, Mathematics
Ph.D., University of Georgia, 1999, Mathematics Education

Francine Norflus

Professor, Biology
Ph.D., George Washington University, 1999, Genetics

Mario Norman

Professor, Marketing
Ph.D., Tennessee State University, 2001, Psychology

Wadner Normil

Lecturer, Biology
M.S., Latin American School of Medicine, 2006, Medicine

Adel M. Novin

Professor, Accounting
Ph.D., University of Georgia, 1982, Business Administration

M. Grace Nteff

Associate Professor & Director of Graduate Nursing Program, Nursing
D.N.P., Georgia Health Sciences University, 2011, Nursing

Winifred C. Nweke

Associate Professor & Assessment Director for Teacher Education, Teacher Education
Ph.D., University of Ottawa, 1980, Measurement & Evaluation in Education

O

Rosann O'Neill

Lecturer, Chemistry
Ph.D., University of Puerto Rico, 2009, Organic Chemistry

Comfort N. Obi

Assistant Professor, Nursing

D.N.P., Georgia College & State University, 2017, Nursing Practitioner

Louis Orchard

Associate Professor, Accounting
Ph.D., University of Arizona, 1998, Management

Michiko Otaki

Professor, Music
D.M.A., University of Miami, 1991, Keyboard Performance

P

Bonnie Parker

Department Head of Access, Research, and Instructional Services, Library
MSLS, Valdosta State University, 2005, Library and Information Science

Cass D. Parker

Associate Professor & Department Chair of Chemistry & Physics,
Chemistry
Ph.D., University of Pittsburgh, 1986, Analytical Chemistry

Jennifer M. Parrott

Associate Professor, English
Ph.D., Southern Illinois University at Carbondale, 2010, English

Judiffier Pearson

Lecturer, Management
M.B.A., Georgia State University, 2008, Business Administration

David Pena

Lecturer, Political Science
M.A., Texas Tech University, 2010, Political Science

Robert R. Pfeiffer

Associate Professor, English
Ph.D., Georgia State University, 2010, Creative Writing

David B. Plaxco

Assistant Professor, Mathematics
Ph.D., Virginia Tech, 2015, Mathematics

Melanie Poudevigne

Professor, Health Fitness Management
Ph.D., University of Georgia, 2004, Exercise Science

Kathryn J. Pratt Russell

Professor, Literature
Ph.D., Vanderbilt University, 2001, English Literature

Leon C. Prieto

Associate Professor, Management
Ph.D., Louisiana State University, 2010, Human Resource Organization & Leadership Development

Q

Junfeng Qu

Professor, Computer Science and Information Technology
Ph.D., University of Georgia, 2006, Computer Science

R

Muhammad Rahman

Professor, Computer Science and Information Technology
Ph.D., Illinois Institute of Technology, 2000, Computer Science

Christopher Raridan

Professor, Mathematics

Ph.D., University of Alabama, 2008, Mathematics

Narem Reddy

Assistant Professor & Dean of Institutional Research & Budgets,
Education
Ph.D., Florida State University, 1996, Adult Education

Miguel L. Reyes

Assistant Professor, Biology
Ph.D., Clark University, 2016, Biology

Stephanie A. Richardson

Lecturer, English
A.B.D., State University of New York at Albany, 2015, Rhetoric & Composition

Robert J. Rickerson

Librarian, Library
M.L.I.S., Louisiana State University, 1990, Library Sciences

Rosetta L. Riddle

Lecturer, Teacher Education
Ed.S., Lincoln Memorial University, 2004, Educational Leadership

Christopher J. Ritter

Associate Professor, English
Ph.D., Washington State University, 2010, Rhetoric & Composition

Lila F. Roberts

Professor & Dean of the College of Information & Mathematical Sciences,
Mathematics
Ph.D., Old Dominion University, 1998, Mathematics

Bryan K. Robinson

Assistant Professor, Criminal Justice
Ph.D., State University of New York - Albany, 2012, Sociology

R.B. Rosenberg

Professor & Associate Dean of the College of Arts & Sciences, History
Ph.D., University of Tennessee-Knoxville, 1989, History

S

Amy Davis Sanford

Associate Professor, English
Ph.D., University of Georgia, 2012, English Education

Matthew P. Sansbury

Assistant Professor, English
Ph.D., Georgia State University, 2019, English

Andrew M. Sbaraglia

Assistant Professor, Accounting
Ph.D., Pennsylvania State University, 2008, Business Administration

Jackson D. Schwartz

Lecturer, Philosophy
Ph.D., University of Georgia, 2017, Philosophy

W. Michael Scott

Associate Professor & Associate Dean of the School of Nursing, Nursing
D.N.P., Georgia Southern University, 2011, Nursing Science

Caroline E. Sheppard

Professor, Chemistry

Ph.D., Georgia Institute of Technology, 2001, Chemistry

Ann M. Showalter

Assistant Professor, Biology
Ph.D., Miami University, 2016, Ecology

Richard Singiser

Professor, Chemistry
Ph.D., University of Kentucky, 2008, Chemistry

Lisa Smiley

Assistant Professor, Nursing
D.N.P., Augusta University, 2017, Family Nurse Practitioner

Kendolyn Smith

Associate Professor, Health Care Management
D.Ph., Creighton University Medical Center, 2008, Pharmacy

Matthew Smith

Senior Lecturer, Mathematics
M.A.T., Clayton State University, 2010, Mathematics Education

Michael Smith

Lecturer, Management
M.B.A., Clayton State University, 2011, Business Administration

Patricia A. Smith

Professor & First Year Writing Director, English
D.Ed., Boston University, 2002, English

Sheryne M. Southard

Professor, Legal Studies
J.D., Arizona State University, 1993, Law

Russell R. Spears

Lecturer, Economics & Business Analytics
M.B.A., California Southern University - Irvine, 2018, Business Administration

Steven A. Spence

Professor, Media Studies
Ph.D., University of Florida, 1999, English

Jelinda Spotorno

Senior Lecturer, Mathematics
M.S., Mississippi State University, 1993, Mathematics

M. Scott Stegall

Associate Professor, Health Care Management
Ph.D., Virginia Commonwealth, 1991, Health Sciences

Meri Stegall

Associate Professor, Health Care Management
Ph.D., Medial College of Virginia, 1990, Health Services Organization & Research

Anthony Stinson

Senior Lecturer, Mathematics
Ph.D., Georgia State University, 2009, Mathematics Education

Christopher S. Stotelmyer

Head of Electronic Resources & Services, Library
M.L.I.S., Valdosta State University, 2012, Library & Information Science

John S. Stowell

Lecturer, Marketing

A.B.D., Georgia State University, 2019, Executive Doctorate in Business

Emily A. Surber

Associate Professor, Science Education
Ph.D., University of Missouri, 2014, Chemistry

T

Adam Tate

Professor & Department Chair of Humanities, History
Ph.D., University of Alabama, 2001, History

Shereda Taylor

Clinical Instructor, Nursing
M.S.N., Walden University, 2017, Nursing

Sharren M. Thomas

Assistant Professor, Teacher Education
Ph.D., University of Georgia, 2011, Mathematics Education

Ade Randall Thompson

Lecturer, Computer Science and Information Technology
M.S., University of South Florida, 2003, Computer Science & Engineering

Margaret Thompson

Professor & Associate Dean of College of Business, Management
Ph.D., Georgia State University, 2000, Human Resource Development

Tamara Thompson

Associate Professor, Nursing
D.N.P., University of Alabama, Nursing Practice

Shontelle Thrash

Professor & Director of the Theatre Program, Theatre and Communication
M.F.A., Louisiana State University, 1996, Acting

V

Derrick T. Vanmeter

Assistant Professor, Theatre
M.F.A., University of North Carolina at Greensboro, 2013, Drama & Theatre Design

Robert A. Vaughan

Professor, English
Ph.D., University of South Carolina, 1997, Modern American Literature

Maria Rosario Vickery

Associate Professor, Spanish
Ph.D., University of Georgia, 2011, Romance Languages

Vinod U. Vincent

Assistant Professor, Management
D.B.A., Kennesaw State University, 2018, Business Administration

Sean F. Vogt

Assistant Professor & Director of Choral Activities, Music
D.M.A., Michigan State University, 2005, Choral Conducting

W

Latrina Walden

Senior Lecturer, Health Care Management
M.H.A., University of Sothern California, 2006, Health Administration

Jeanette Walley-Jean

Associate Professor and Dean of the Graduate Studies and Inclusive Engagement, Psychology
Ph.D., University of Southern Mississippi, 2002, Clinical Psychology

Christopher J. Ward

Professor, History
Ph.D., University of North Carolina-Chapel Hill, 2002, History

Mark J. Watson

Associate Professor, Art History
Ph.D., Columbia University in the City of New York, 2012, Art History

Dominic D. Wells

Assistant Professor, Political Sciences
Ph.D., Kent State University, 2018, Political Science

Eckart Werther

Associate Professor, Psychology
Ph.D., The University of Georgia, 2012, Counseling Psychology

Carol L. White

Associate Professor, History
Ph.D., Emory University, 2008, History

Sharon J. White

Clinical Instructor, Nursing
M.S.N., Emory University, 2002, Nursing

Anita Whiting

Professor, Marketing
Ph.D., Georgia State, 2005, Marketing

David B. Williams

Associate Professor, Mathematics
Ph.D., University of Washington, 2005, Applied Mathematics

Ashley Woodruff

Librarian, Library
M.L.I.S., The University of South Carolina, 2016, Library & Information Science

X

Alan Caomin Xie

Professor, Art
M.F.A., Savannah College of Art & Design, 2001, Painting

Y

Karen Young

Professor, Sociology
Ph.D., University of California, 1987, Sociology

Z

Kurt-Alexander N. Zeller

Professor, Music
D.M.A., University of Cincinnati, 1990, Voice

Jesse A. Zinn

Associate Professor, Economics
Ph.D., University of California-Santa Barbara, 2013, Economics

Ximena Zornosa

Professor, Dental Hygiene
D.M.D., University of Pennsylvania, 2003, Dentistry

Emeriti

Cathie Aust

Professor Emerita of Mathematics

Gordon Baker

Dean of Library Services Emeritus

Thomas Barnett

Professor Emeritus of English

Faye T. Barr

Professor Emerita of Sociology

Martha O. Beliveau

Associate Professor Emerita of Office Administration

Gwendolyn G. Bell

Librarian Emerita

Sue Ellen Bingham

Professor Emerita of Nursing

Frances F. Bowen

Assistant Professor Emerita of Office Administration

James R. Braun

Professor Emeritus of Chemistry

James E. Bright

Professor Emeritus of Mathematics

Helen D. Brown

Professor Emerita of Biology

Judy C. Brown

Department Head Emerita of Learning Support and Professor Emerita of English

John G. Campbell

Professor Emeritus of Physics

Peggy Capell

Professor Emerita of Mathematics

Jack K. Carlton

Vice President Emeritus of Academic Affairs

Doris C. Cash

Professor Emerita of Business

Debra J. Cody

Associate Professor Emerita of Nursing

E. Donald Crapps

Assistant Professor and Counselor Emeritus

Leonard R. Daniel

Director Emeritus of Computer Services

Thomas Daughtry

Professor Emeritus of art

Michael H. Deis

Professor Emeritus of Management

James C. Doig

Professor Emeritus of Philosophy

Kathryn N. Donovan

Associate Professor Emerita of Nursing

Harry S. Downs

President Emeritus

Debra Durden

Assistant Professor Emerita of English

Bryan P. Edwards

Vice President Emeritus of External Relations

Mary F. Estes

Professor and Dean Emerita of Arts and Sciences

John E. Feathers

Associate Professor Emeritus of Business

Rosemary Fischer

Archivist Emerita

William F. Fisher

Professor Emeritus of Chemistry

Diane Fulton

Professor Emerita of Business

Anthony Giovannitti

Professor Emeritus of Mathematics

Frederick Goldberg

Associate Professor Emeritus of English

Rebecca A. Halyard

Professor Emerita of Biology

Avery H. Harvill

Professor Emeritus of Physical Education

Eugene A. Hatfield

Professor Emeritus of History

Doris A. Holloway

Professor Emerita of Music

Annita W. Hunt

Professor Emerita of Mathematics

Susan Hunter

Professor Emerita of English

Ronald L. Jackson

Professor Emeritus of Philosophy

Cathy B. Jeffery

Associate Dean Emerita of Libraries

Harold W. Joseph

Professor Emeritus of Accounting

Marion F. Key

Assistant Professor Emerita of Mathematics

Barbara G. King

Assistant Professor Emerita of Reading

John H. Kohler, III

Professor Emeritus of History

Gregory S. Kordecki

Associate Professor Emeritus of Accounting

Oscar C. Lam, III

Professor Emeritus of Biology

June M. Legge

Professor Emerita of Foreign Language

David A. Ludley

Professor Emeritus of English and Art History

Elizabeth H. Marshall

Professor Emerita of History

John Mascaritolo

Senior Lecturer Emeritus of Supply Chain Management

Donna W. McCarty

Professor Emerita of Psychology

Elliott W. McElroy

Vice President Emeritus for Academic Affairs and Professor Emeritus of Philosophy

Henrietta C. Miller

Professor Emerita of English

Sandra Missroon

Professor Emerita of Nursing

Benita Moore

Professor Emerita of Technical Studies

Richard E. Moore

Assistant to the Dean of University Emeritus and Associate Professor Emeritus of Education

Jeannine R. Morrison

Professor Emerita of Music

Billy R. Nail

Professor Emeritus of Mathematics

Linda E. Nash

Professor Emerita of Mathematics

Judith Ogden

Assistant Dean Emerita and Associate Professor Emerita of Business

William A. Pasch

Professor Emeritus of English

Miriam P. Perry

Professor Emerita of Biology

Lois W. Powell

Professor Emerita of Dental Hygiene

Brooke M. Pridemore

Professor Emeritus of Physics

Bradley R. Rice

Associate Vice President Emeritus for Academic Affairs and Professor Emeritus of History

James Granger Ricks

Associate Professor Emeritus of History

Sharon Sellers

Professor Emerita of English

Madeleine St. Romain

Associate Professor Emerita of Reading

Joyce Swofford

Professor Emerita of English

Joan Taylor

Head of Reference and Instructional Services Emerita

Robert J. Taylor

Director Emeritus of Student Life

Joseph Trachtenberg

Professor Emeritus of Political Science

Ted Walkup

Professor Emeritus of English

Rheda Y. Wanstreet

Assistant Professor Emerita of Mathematics

Robert H. Welborn

Professor Emeritus of History

Martha Wicker

Director Emerita of the Cetner for Instructional Development

Elena I. Zimmerman

Professor Emerita of English

Mission of the University

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

Clayton State University is committed to:

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

University History

Clayton State University's origin 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 Interstate 75. 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.

The Board of Regents elevated the institution to baccalaureate status in 1986, established the present name in 2004, and approved the University to offer graduate degrees in 2005. The University was granted accreditation by the Southern Association of Colleges and Schools Commission on Colleges in 1971 and approved for Masters degrees in 2008. The current president, appointed in February 2010, is Thomas J. Hynes Jr.

Clayton State University has a selective admissions policy and accepts student applicants from both the United States and abroad; however, the majority of our student population comes from the Atlanta metropolitan area and its adjacent counties.

Learn about Clayton State University's history (<http://www.clayton.edu/about/university/history>)

Accreditation and Approvals

Regional Accreditation

Clayton State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Clayton State University. Direct all other queries about programs, services, or admissions directly to Clayton State University, 678-466-4000.

There is a three-fold purpose for publishing the address and contact number of the Southern Association of Colleges and Schools Commission on Colleges. This is done to enable interested constituents:

- To learn about the accreditation status of Clayton State University;
- To file a third-party comment at the time of Clayton State University's decennial review; or
- To file a third-party complaint against Clayton State University for alleged non-compliance with a standard or requirement of the Southern Association of Colleges and Schools Commission on Colleges.

As indicated above, normal inquiries about Clayton State University (such as admission requirements, financial aid, educational programs, etc.) should be directed to Clayton State University, not to the Commission's office.

Academic Planning and Assessment (<http://www.clayton.edu/apa>) is administratively responsible for matters pertaining to Clayton State's accreditation, including the reaffirmation process. Please use the links on the right to located documents and resources related to accreditation and assessment.

National Accreditations and Approvals

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

State or Local Approvals

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

Financial Aid Programs

The University has been approved for the following state and federal programs:

- Veterans Administration Benefits
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (SEOG)
- Teacher Education Assistance for College and Higher Education (TEACH) Grant
- Federal Work Study Program
- Federal Direct Student Loans
- Federal Direct PLUS Loans (Parent and Graduate)
- HOPE Scholarship
- Zell Miller Scholarship
- HOPE Career Grant
- Zell Miller Grant
- HOPE GED Grant
- Dual Enrollment Program
- REACH Scholarship
- Georgia's HERO Scholarship Program
- Public Safety Memorial Grant
- Student Access Loan
- Georgia National Guard Service Cancelable Loan

University System of Georgia Member Institutions

Research Universities

- Augusta University
- Georgia Institute of Technology

- Georgia State University
- University of Georgia

Comprehensive Universities

- Georgia Southern University
- Kennesaw State University
- University of West Georgia
- Valdosta State University

State Universities

- Albany State University
- Clayton State University
- Columbus State University
- Fort Valley State University
- Georgia College & State University
- Georgia Southwestern State University
- Middle Georgia State University
- Savannah State University
- University of North Georgia

State Colleges

- Abraham Baldwin Agricultural College
- Atlanta Metropolitan State College
- College of Coastal Georgia
- Dalton State College
- East Georgia State College
- Georgia Gwinnett College
- Georgia Highlands College
- Gordon State College
- South Georgia State College

General University Policies

Affirmative Action/Equal Opportunity Institution

Clayton State University ("CSU") is an equal employment, equal access, and equal educational opportunity and affirmative action institution. It is the policy of the University to recruit, hire, train, promote and educate persons without regard to race, color, national or ethnical origin, age, disability, gender, religion, sexual orientation, gender identity or veteran status as required by applicable state and federal laws (including Title VI, Title VII, Title IX, Sections 503, and 504, ADEA, ADA, E.O. 11246, and Rev. Proc. 75-50). CSU is an Affirmative Action/Equal Opportunity Institution. CSU will not tolerate sexual misconduct, which is prohibited and which includes, but is not limited to, domestic violence, dating violence, sexual assault, sexual exploitation, sexual harassment, and stalking. For questions or more detailed information or to submit a complaint regarding this policy, including Title IX, please contact the CSU Department of Human Resources at (678) 466-4230. Individuals requiring disability related accommodations for participation in any event or to obtain print materials in an alternative format, please contact the Disability Resource Center at (678) 466-5445.

FERPA 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 regarding alleged violations of the Act: FERPA Office of the Department of Education, Washington, D.C. 20201

Title IX

Title IX: Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." For information on Clayton State University's policy on Title IX and Sexual Misconduct please navigate to this link: Sexual Misconduct (Title IX) Policy and Procedures or visit this web page: <http://www.clayton.edu/human-resources/Institutional-Equity>. You may also review the University System of Georgia's policy concerning sexual misconduct and related misconduct here: <http://www.usg.edu/policymanual/section4/C327>. If you wish to submit an electronic report concerning Title IX, you may do so at Title9@clayton.edu or via the Anonymous & Optional Non-Anonymous Reporting Form (https://claytonstate.qualtrics.com/jfe/form/SV_ebRSQ0hxLtiwDJP). If you wish to discuss situations related to Title IX please contact the following:

Nikia Yallah, Title IX Coordinator
(678) 466-4237
NikiaYallah@clayton.edu (NikiaYallah@clayton.edu)

Rodney Byrd, Title IX Deputy
(678) 466-4232
RodneyByrd@clayton.edu (RodneyByrd@clayton.edu)

No Tobacco/Smoking Policy

Effective October 1, 2014, pursuant to newly adopted Board of Regents policy, Clayton State University became tobacco and smoke free.

Law Enforcement (Campus Police)

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

be referred to the Division of Campus Life in addition to the appropriate law enforcement agency.

Intellectual Property

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

DEGREE PROGRAMS

All

- Accounting, BBA (p. 85)
- Accounting, Minor (p. 87)
- Administrative Management, BAS (p. 49)
- African American Studies, Minor (p. 50)
- Archival Studies, MAS (p. 119)
- Art, Minor (p. 71)
- Aviation Administration, Minor (p. 51)
- Biology, BS (p. 27)
- Biology, BS, Secondary Education Concentration (p. 29)
- Biology, Minor (p. 29)
- Business Administration, MBA (p. 120)
- Business Economics, Minor (p. 87)
- Business for Non-BBA Majors, Minor (<https://catalog.clayton.edu/academic-catalog/business/management/business-non-bba-majors-minor>)
- Chemistry + Chemical Engineering Dual Program (p. 33)
- Chemistry, BS (p. 30)
- Chemistry, Minor (p. 35)
- Clinical/Counseling Psychology, MS (p. 124)
- Communication and Media Studies, BA (p. 72)
- Communication and Media Studies, Minor (p. 74)
- Computer Science, BS (p. 107)
- Computer Science, Minor (p. 108)
- Corporate Communication, Minor (p. 75)
- Criminal Justice, BS (p. 59)
- Criminal Justice, Minor (p. 60)
- Dental Hygiene, BS (p. 95)
- Double Bachelor Degrees in Nursing and Health Care Management (p. 103)
- Double Bachelor's Degrees in Dental Hygiene and Health Care Management (p. 96)
- Dual Degree Options (p. 113)
- Education Specialties, Minor (p. 68)
- Elementary Education, BS (p. 69)
- English, BA (p. 38)
- English, BA and Liberal Studies, MA, Combined Degree (p. 39)
- English, BA, Secondary Education Concentration (p. 39)
- English, Minor (p. 40)
- Entrepreneurship and Innovation, Minor (p. 88)
- Family Nurse Practitioner, Post-Master's Certificate (p. 126)
- Film Production, AA (p. 75)
- Film Production, BA (p. 76)
- Film, Minor (p. 77)
- Finance, Minor (p. 87)
- Forensic Science, Minor (p. 36)
- French, BA (p. 42)
- French, Minor (p. 43)
- General Business, BBA (<https://catalog.clayton.edu/academic-catalog/business/management/general-business-bba>)
- Health & Fitness Management, Minor (p. 100)
- Health Administration, MHA (p. 127)
- Health and Fitness Management, BS (p. 101)
- Health Care Management, BS (p. 98)
- Health Sciences, BS (p. 99)
- History BA, Secondary Education Concentration (p. 43)
- History, BA (p. 45)
- History, Minor (p. 46)
- Homeland Security/Emergency Management, BAS (p. 51)
- Homeland Security/Emergency Management, Minor (p. 52)
- Human Resource Leadership, Post-Master's Certificate (p. 128)
- Information Technology, AAS (p. 108)
- Information Technology, BIT (p. 109)
- Information Technology, Minor (p. 110)
- Integrative Studies, AA (p. 52)
- Integrative Studies, AS (p. 53)
- Integrative Studies, BS (p. 53)
- Integrative Studies, Pre-Engineering Concentration, AS (p. 34)
- Integrative Studies, Pre-Pharmacy Concentration, AS (p. 35)
- International Business, Post-Master's Certificate (p. 128)
- Legal Studies, BS (p. 60)
- Liberal Studies, BA (p. 54)
- Liberal Studies, MA (p. 129)
- Management, BBA (p. 88)
- Marketing, BBA (p. 90)
- Marketing, Minor (p. 91)
- Master of Arts in Teaching, MAT (p. 132)
- Master of Strategic Leadership Development, MSLD (<https://catalog.clayton.edu/academic-catalog/graduate-studies/master-strategic-leadership>)
- Mathematics, BS (p. 110)
- Mathematics, BS, Secondary Education Concentration (p. 111)
- Mathematics, Minor (p. 112)
- Middle Level Education, BA (p. 69)
- Music Education, BM (p. 77)
- Music, BA (p. 80)
- Music, Minor (p. 81)
- Nursing, BSN (p. 103)
- Nursing, MSN (p. 131)
- Paralegal Studies, AAS (p. 61)
- Paralegal Studies, Certificate (p. 62)
- Philosophy, BA (p. 46)
- Philosophy, Minor (p. 47)
- Physics, Minor (p. 37)
- Political Science and Government Studies, BS (p. 62)
- Political Science, Minor (p. 63)
- Pre-Law, Minor (p. 63)
- Professional Sales, Minor (p. 92)
- Psychology and Human Services, BS (p. 57)
- Psychology and Human Services, BS (online option) (p. 58)
- Psychology, Minor (p. 59)
- Public Administration, MPA (p. 125)

- RDH-BSDH Completion Track (p. 96)
- RN-BSN Completion Track (p. 104)
- Social Work, Minor (p. 64)
- Sociology, BS (p. 64)
- Sociology, Minor (p. 65)
- Spanish, BA (p. 47)
- Spanish, Minor (p. 48)
- Supply Chain Analytics, MS (<https://catalog.clayton.edu/academic-catalog/graduate-studies/supply-chain-analytics-ms>)
- Supply Chain Management, BBA (p. 92)
- Supply Chain Management, Minor (p. 93)
- Supply Chain Management, Post-Master's Certificate (p. 132)
- Technology Management, BAS (p. 55)
- Theatre, BA (p. 81)
- Theatre, Minor (p. 82)
- Women's and Gender Studies, Minor (p. 56)

Associate

- Film Production, AA (p. 75)
- Information Technology, AAS (p. 108)
- Integrative Studies, AA (p. 52)
- Integrative Studies, AS (p. 53)
- Integrative Studies, Pre-Engineering Concentration, AS (p. 34)
- Integrative Studies, Pre-Pharmacy Concentration, AS (p. 35)
- Paralegal Studies, AAS (p. 61)

Bachelor

- Accounting, BBA (p. 85)
- Administrative Management, BAS (p. 49)
- Biology, BS (p. 27)
- Biology, BS, Secondary Education Concentration (p. 29)
- Chemistry + Chemical Engineering Dual Program (p. 33)
- Chemistry, BS (p. 30)
- Communication and Media Studies, BA (p. 72)
- Computer Science, BS (p. 107)
- Criminal Justice, BS (p. 59)
- Dental Hygiene, BS (p. 95)
- Double Bachelor Degrees in Nursing and Health Care Management (p. 103)
- Double Bachelor's Degrees in Dental Hygiene and Health Care Management (p. 96)
- Dual Degree Options (p. 113)
- Elementary Education, BS (p. 69)
- English, BA (p. 38)
- English, BA and Liberal Studies, MA, Combined Degree (p. 39)
- English, BA, Secondary Education Concentration (p. 39)
- Film Production, BA (p. 76)
- French, BA (p. 42)
- General Business, BBA (<https://catalog.clayton.edu/academic-catalog/business/management/general-business-bba>)
- Health and Fitness Management, BS (p. 101)
- Health Care Management, BS (p. 98)

- Health Sciences, BS (p. 99)
- History BA, Secondary Education Concentration (p. 43)
- History, BA (p. 45)
- Homeland Security/Emergency Management, BAS (p. 51)
- Information Technology, BIT (p. 109)
- Integrative Studies, BS (p. 53)
- Legal Studies, BS (p. 60)
- Liberal Studies, BA (p. 54)
- Management, BBA (p. 88)
- Marketing, BBA (p. 90)
- Mathematics, BS (p. 110)
- Mathematics, BS, Secondary Education Concentration (p. 111)
- Middle Level Education, BA (p. 69)
- Music Education, BM (p. 77)
- Music, BA (p. 80)
- Nursing, BSN (p. 103)
- Philosophy, BA (p. 46)
- Political Science and Government Studies, BS (p. 62)
- Psychology and Human Services, BS (p. 57)
- Psychology and Human Services, BS (online option) (p. 58)
- RDH-BSDH Completion Track (p. 96)
- RN-BSN Completion Track (p. 104)
- Sociology, BS (p. 64)
- Spanish, BA (p. 47)
- Supply Chain Management, BBA (p. 92)
- Technology Management, BAS (p. 55)
- Theatre, BA (p. 81)

Master

- Archival Studies, MAS (p. 119)
- Business Administration, MBA (p. 120)
- Clinical/Counseling Psychology, MS (p. 124)
- Health Administration, MHA (p. 127)
- Liberal Studies, MA (p. 129)
- Master of Arts in Teaching, MAT (p. 132)
- Master of Strategic Leadership Development, MSLD (<https://catalog.clayton.edu/academic-catalog/graduate-studies/master-strategic-leadership>)
- Nursing, MSN (p. 131)
- Public Administration, MPA (p. 125)
- Supply Chain Analytics, MS (<https://catalog.clayton.edu/academic-catalog/graduate-studies/supply-chain-analytics-ms>)

Certificates

- Family Nurse Practitioner, Post-Master's Certificate (p. 126)
- Human Resource Leadership, Post-Master's Certificate (p. 128)
- International Business, Post-Master's Certificate (p. 128)
- Paralegal Studies, Certificate (p. 62)
- Supply Chain Management, Post-Master's Certificate (p. 132)

Minors

- Accounting, Minor (p. 87)
- African American Studies, Minor (p. 50)
- Art, Minor (p. 71)
- Aviation Administration, Minor (p. 51)
- Biology, Minor (p. 29)
- Business Economics, Minor (p. 87)
- Business for Non-BBA Majors, Minor (<https://catalog.clayton.edu/academic-catalog/business/management/business-non-bba-majors-minor>)
- Chemistry, Minor (p. 35)
- Communication and Media Studies, Minor (p. 74)
- Computer Science, Minor (p. 108)
- Corporate Communication, Minor (p. 75)
- Criminal Justice, Minor (p. 60)
- Education Specialties, Minor (p. 68)
- English, Minor (p. 40)
- Entrepreneurship and Innovation, Minor (p. 88)
- Film, Minor (p. 77)
- Finance, Minor (p. 87)
- Forensic Science, Minor (p. 36)
- French, Minor (p. 43)
- Health & Fitness Management, Minor (p. 100)
- History, Minor (p. 46)
- Homeland Security/Emergency Management, Minor (p. 52)
- Information Technology, Minor (p. 110)
- Marketing, Minor (p. 91)
- Mathematics, Minor (p. 112)
- Music, Minor (p. 81)
- Philosophy, Minor (p. 47)
- Physics, Minor (p. 37)
- Political Science, Minor (p. 63)
- Pre-Law, Minor (p. 63)
- Professional Sales, Minor (p. 92)
- Psychology, Minor (p. 59)
- Social Work, Minor (p. 64)
- Sociology, Minor (p. 65)
- Spanish, Minor (p. 48)
- Supply Chain Management, Minor (p. 93)
- Theatre, Minor (p. 82)
- Women's and Gender Studies, Minor (p. 56)
- Homeland Security/Emergency Management, BAS (p. 51)
- Integrative Studies, BS (p. 53)
- Liberal Studies, BA (p. 54)
- Management, BBA (p. 88)
- Marketing, BBA (p. 90)
- Master of Strategic Leadership Development, MSLD (<https://catalog.clayton.edu/academic-catalog/graduate-studies/master-strategic-leadership>)
- Nursing, MSN (p. 131)
- Political Science and Government Studies, BS (p. 62)
- Psychology and Human Services, BS (online option) (p. 58)
- RDH-BSDH Completion Track (p. 96)
- RN-BSN Completion Track (p. 104)
- Supply Chain Analytics, MS (<https://catalog.clayton.edu/academic-catalog/graduate-studies/supply-chain-analytics-ms>)
- Supply Chain Management, BBA (p. 92)

Online

- Accounting, BBA (p. 85)
- Administrative Management, BAS (p. 49)
- Archival Studies, MAS (p. 119)
- Business Administration, MBA (p. 120)
- English, BA (p. 38)
- General Business, BBA (<https://catalog.clayton.edu/academic-catalog/business/management/general-business-bba>)
- History, BA (p. 45)

ACADEMICS

- College of Arts and Sciences (p. 26)
- College of Business (p. 82)
- College of Health (p. 93)
- College of Information and Mathematical Sciences (p. 105)
- School of Graduate Studies (p. 119)

College of Arts and Sciences

Administrative Officers

Nasser Momayezi, *Dean*

R. B. Rosenberg, *Associate Dean*

Michelle Furlong, *Assistant Dean*

Mission and Goals

The largest and most comprehensive academic unit at Clayton State, the College of Arts & Sciences provides a solid foundation that is integral to the education of all students. Through our diverse faculty and wide-ranging programs in the humanities, arts, natural sciences, social and behavioral sciences, and interdisciplinary studies, we encourage the quest for a deeper understanding of the human condition, and we foster personal commitment to lifelong learning and responsible citizenship for the global community. We are dedicated to helping students become marketplace competitive by developing high demand essential skills (e.g., analytical inquiry and reasoning, effective written communication, persuasive speaking and quantitative fluency), while also promoting novel and adaptive thinking, aesthetic values, new media and information literacy, and cross-cultural competency. We strive to provide students with a rigorous grounding in their chosen fields of study, an acute awareness of the interconnectedness of disciplines, opportunities for service learning and engagement, and an exposure to the discovery of knowledge. We seek to create a robust and challenging intellectual environment that enhances individual growth, supports scholarly activities, enriches creative endeavors, and empowers students to achieve their academic, professional, and career dreams.

The College of Arts and Sciences has six primary objectives:

1. To offer baccalaureate and graduate degree programs
2. To give students a sound background in general education
3. To provide course work in support of programs of study in other Colleges of the University
4. To offer programs for pre-Professional areas of study
5. To encourage community outreach and public service
6. To prepare students for success in life after Clayton

Programs

Instructional Organization

The College of Arts & Sciences is composed of several academic programs and offers the following undergraduate degrees. Graduate degree programs can be found under the School of Graduate Studies (p. 119).

- Department of Biology (p. 27)
 - Biology, BS (p. 27)
 - Biology, BS, Secondary Education Concentration (p. 29)
 - Biology, Minor (p. 29)
- Department of Chemistry and Physics (p. 29)
 - Chemistry + Chemical Engineering Dual Program (p. 33)
 - Chemistry, BS (p. 30)
 - Chemistry, Minor (p. 35)
 - Forensic Science, Minor (p. 36)
 - Integrative Studies, Pre-Engineering Concentration, AS (p. 34)
 - Integrative Studies, Pre-Pharmacy Concentration, AS (p. 35)
 - Physics, Minor (p. 37)
- Department of English (p. 37)
 - English, BA (p. 38)
 - English, BA and Liberal Studies, MA, Combined Degree (p. 39)
 - English, BA, Secondary Education Concentration (p. 39)
 - English, Minor (p. 40)
- Department of Humanities (p. 42)
 - French, BA (p. 42)
 - French, Minor (p. 43)
 - History BA, Secondary Education Concentration (p. 43)
 - History, BA (p. 45)
 - History, Minor (p. 46)
 - Philosophy, BA (p. 46)
 - Philosophy, Minor (p. 47)
 - Spanish, BA (p. 47)
 - Spanish, Minor (p. 48)
- Department of Interdisciplinary Studies (p. 49)
 - Administrative Management, BAS (p. 49)
 - African American Studies, Minor (p. 50)
 - Aviation Administration, Minor (p. 51)
 - Homeland Security/Emergency Management, BAS (p. 51)
 - Homeland Security/Emergency Management, Minor (p. 52)
 - Integrative Studies, AA (p. 52)
 - Integrative Studies, AS (p. 53)
 - Integrative Studies, BS (p. 53)
 - Liberal Studies, BA (p. 54)
 - Technology Management, BAS (p. 55)
 - Women's and Gender Studies, Minor (p. 56)
- Department of Psychology (p. 57)
 - Psychology and Human Services, B.S. (p. 57)
 - Psychology and Human Services, B.S. (online option) (p. 58)
 - Psychology, Minor (p. 59)
- Department of Social Sciences (p. 59)
 - Criminal Justice, BS (p. 59)
 - Criminal Justice, Minor (p. 60)
 - Legal Studies, BS (p. 60)
 - Paralegal Studies, AAS (p. 61)
 - Paralegal Studies, Certificate (p. 62)
 - Political Science and Government Studies, BS (p. 62)
 - Political Science, Minor (p. 63)
 - Pre-Law, Minor (p. 63)
 - Social Work, Minor (p. 64)

- Sociology, BS (p. 64)
- Sociology, Minor (p. 65)
- Department of Visual and Performing Arts (p. 71)
 - Art, Minor (p. 71)
 - Communication and Media Studies, BA (p. 72)
 - Communication and Media Studies, Minor (p. 74)
 - Corporate Communication, Minor (p. 75)
 - Film Production, AA (p. 75)
 - Film Production, BA (p. 76)
 - Film, Minor (p. 77)
 - Music Education, BM (p. 77)
 - Music, BA (p. 80)
 - Music, Minor (p. 81)
 - Theatre, BA (p. 81)
 - Theatre, Minor (p. 82)
- School of Education (p. 65)
 - Education Specialties, Minor (p. 68)
 - Elementary Education, BS (p. 69)
 - Middle Level Education, BA (p. 69)

Department of Biology

General Information

Dr. Paul (Guy) Melvin, *Interim Chair*

PaulMelvin@clayton.edu

Mission and Goals

The Department of Biology delivers instruction in biology and is responsible for the following programs and courses:

- Bachelor of Science (BS) degree in Biology
- Bachelor of Science (BS) degree with Secondary Education Concentration
- Minor in Biology
- Biology graduate level content courses for the MAT program
- Area D courses in the Core Curriculum
- Service courses that support Teacher Education, Integrative Studies, Allied Health and Professional Studies and that may serve other programs as general electives
- Courses that support a variety of pre-professional programs of study for transfer to another university (pre-medical, pre-dental, pre-pharmacy, pre-physical therapy, pre-physician assistant, and pre-veterinary medicine)

Honor Societies and Clubs

Among the honor societies, clubs, and service organizations designed to support, augment, and supplement the educational and professional development of students are a chapter of Beta Beta Biological Honors Society, the Biology Club, a chapter of the American Medical Student Association, and Clayton State University SEEDS chapter.

Programs

Baccalaureate Program

- Biology, BS (p. 27)
- Biology, BS, Secondary Education Concentration (p. 29)

Minor Program

- Biology, Minor (p. 29)

Faculty

Jere A. Boudell
 Stephen C. Burnett
 Diane E. Day
 Indhira De La Rosa
 Michelle A. Furlong
 J. Yvette Gardner
 Emily A. Harbert
 Stephen Kluzsa
 Christopher H. Kodani
 Renee E. McFarlane
 Paul (Guy) Melvin
 Barbara E. Musolf
 Francine N. Norflus
 Wadner Normal
 Miguel L. Reyes
 Ann M. Showalter

Biology, BS

The Bachelor of Science (BS) degree in Biology has been designed in consultation with Georgia employers to fit present and emerging needs in the State of Georgia.

The **General Biology Track** contains a curriculum that will prepare students for the following professional programs:

- medical school,
- dental school,
- veterinary school, and
- physical therapy and physician assistant programs.

This curriculum is also designed to prepare students for the following graduate programs:

- biomedical,
- public health,
- environmental science,
- forensic science, and
- ecology and evolution.

Code	Title	Credit Hours
Core Curriculum Areas A - E (p. 246)		42
Core Curriculum Requirements can be found here		
Lower Division Major Requirements (Area F)		18
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	

BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Lab II	
BIOL 2900	Biological Inquiry	
CHEM 2411 & 2411L	Organic Chemistry I and Organic Chemistry Laboratory I	
PHYS 1111 & 1111L	Introductory Physics I and Introductory Physics Lab I	
or PHYS 221 & 2211L	Principles of Physics I and Principles of Physics Lab I	
General Biology Track Requirements (p.)		60
Total Credit Hours		120

General Biology Track Requirements

Code	Title	Credit Hours
------	-------	--------------

No more than two grades of D in upper-division courses are allowed in the General Biology Track of the Biology major. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction.

Upper Division Biology Major Core Requirements		
BIOL 3201	Genetics	3
BIOL 3380	Evolution & Population Biology	3
BIOL 3500	Ecology	3
<i>Physiology Course/Lab</i>		4
BIOL 4100 & 4100L	Animal Physiology and Animal Physiology Lab	
or BIOL 3700 & 3700L	Plant Physiology and Plant Physiology Lab	
<i>Cellular Course/Lab</i>		4
BIOL 3200 & 3200L	Cell and Molecular Biology and Cell and Molecular Biology Lab	
or BIOL 3250 & 3250L	Introductory Microbiology and Introductory Microbiology Lab	
<i>Organismal Course/Lab</i>		4
BIOL 3760 & 3760L	Plant Biology and Plant Biology Lab ²	
or BIOL 3650 & 3650L	Comparative Vertebrate Anatomy and Comparative Vert Anatomy Lab	
or BIOL 3320 & 3320L	Invertebrate Zoology and Invertebrate Zoology Lab	
<i>Experiential Learning Course</i>		3
BIOL 3210	Off-Campus Internship	
or BIOL 3211	Off-Campus Internship	
or BIOL 3220	On-Campus Internship I	
or BIOL 3221	On-Campus Internship II	
or BIOL 3230	Introductory Research I	
or BIOL 3231	Introductory Research II	
or BIOL 4230	Biol Research Pract I	
or BIOL 4231	Biol Research Pract II	
BIOL 4500	Biology Seminar I	1
BIOL 4999A	Senior Evaluation	0
or BIOL 4999B	Senior Evaluation	
<i>Biology Lab Elective (minimum of 1 hour)</i>		

Any BIOL 3000-4000 lab course or CHEM 4202L. These courses cannot be used in any other area).

Upper Division Biology Electives (min. of 11 hours)

Any 3000-4000 level BIOL lecture or lab courses. These course cannot be used for credit in any other area).

Other Science Electives (min. of 9 hours)

(Any lecture or lab course with a CHEM, FOSC, or PHYS prefix. These courses cannot be used for credit in any other area. Lower division courses can be used as long as student has a minimum of 42 hours of upper division (3000-4000 level) courses. Non-majors courses such as CHEM 1151/L and CHEM 1152/L cannot be used.)

Free Electives (max. of 11 hours)

(Any course that is not used for credit in any other area can be used here. The total degree requirements must be 120; therefore, free elective hours can be reduced if more hours are used in other areas of the curriculum. Lower division courses can be used as long as student has a minimum of 42 hours of upper division (3000-4000 level) courses. The following courses are not allowed in this area: Any MATH course that is below MATH 1501, any course that is allowed in area D for non-science majors, and BIOL 2250/L, if student is using BIOL 3250/L for credit).

Total Credit Hours	60
---------------------------	----

Important notes concerning courses:

- A total maximum of three experiential learning courses can be counted in the Biology program. Experiential learning courses include:

Code	Title	Credit Hours
Experiential learning courses include the following:		
BIOL/CHEM 3210	Off-Campus Internship	3
BIOL/CHEM 3211	Off-Campus Internship	3
BIOL/CHEM/PHYS 3220	On-Campus Internship I	3
BIOL/CHEM/PHYS 3221	On-Campus Internship II	3
BIOL/CHEM/PHYS 3230	Introductory Research I	3
BIOL/CHEM/PHYS 3231	Introductory Research II	3
BIOL/CHEM/PHYS 4230	Biol Research Pract I	3
BIOL/CHEM/PHYS 4231	Biol Research Pract II	3
BIOL/CHEM 4232	Biol Research Pract III	3

- If MATH 1501 is used in Area A, one hour of credit may be applied to the free electives area.
- If PHYS 2211/PHYS 2211L is used to satisfy Area D, then PHYS 1111/PHYS 1111L and PHYS 1112/PHYS 1112L cannot be used to satisfy the Lower Division Major Requirements.
- Students should select courses that will help them advance their career goals or that can be applied to a minor.

Biology, BS, Secondary Education Concentration

The Secondary Teacher Education Concentration contains a curriculum that will provide the opportunity for certification to teach grades 8th-12th.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Biology degree are shown in the suggested degree program sequence and are exactly the same as the Biology, BS program requirements		
Lower Division Major Requirements (Area F)		18
All Lower Division Major Requirements for the degree are exactly the same the the Biology, BS program requirements.		
Upper Division Biology Secondary Education Major Core Requirements		30
No more than two grades of D in upper-division courses are allowed in the Secondary Education Track of the Biology major. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction.		
BIOL 3201	Genetics	3
BIOL 3380	Evolution & Population Biology	3
BIOL 3500	Ecology	3
BIOL 4100	Animal Physiology	3
BIOL 3200	Cell and Molecular Biology	3
BIOL 3250	Introductory Microbiology	3
BIOL 3760	Plant Biology	3
BIOL 3650	Comparative Vertebrate Anatomy	3
BIOL 3320	Invertebrate Zoology	3
<i>Biology Lab Electives (minimum of 3 hours)</i>		3
Must choose from:		
BIOL 3200L	Cell and Molecular Biology Lab	
BIOL 3250L	Introductory Microbiology Lab	
BIOL 3760L	Plant Biology Lab	
BIOL 4100L	Animal Physiology Lab	
BIOL 3650L	Comparative Vert Anatomy Lab	
BIOL 3320L	Invertebrate Zoology Lab	
BIOL 4999A	Senior Evaluation	0
or BIOL 4999B	Senior Evaluation	
Secondary Teacher Education Track		30
EDUC 2110	Invest. Critical/Contem. Issue	3
EDUC 2120	Exploring Socio-Culture	3
EDUC 2130	Exploring Learning & Teaching	3
EDUC 3030	Exploring-Exceptional Learner	3
EDUC 3200	Secondary Curr. & Assessment	3
EDUC 3210	Classroom Methods & Mgmt.	3
EDUC 4725	Secondary Practicum	2
EDUC 4003	Secondary Level Seminar	1
EDUC 4730	Secondary Level Internship	3
EDUC 4731	Secondary Level Internship	3

SCI 4901	Secondary Ed Science Instruct.	3
Total Credit Hours		120

Biology, Minor

The objectives of the biology minor are to provide a stronger background in the biological sciences, and to provide preparation for the workplace and graduate or professional schooling.

Program Requirements

Code	Title	Credit Hours
Lower Division Options		6-8
Choose up to 8 hours from:		
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Lab II	
BIOL 1151 & 1151L	Human Anatomy and Physiology I and Human Anatomy & Phys. Lab I	
BIOL 1152 & 1152L	Human Anatomy & Physiology II and Human Anatomy & Phys Lab II	
BIOL 2500	Introductory Plant Biology	
BIOL 2900	Biological Inquiry	
Upper Division Electives		9
Choose from any 3000 or 4000 level BIOL course with some exclusions. ¹		
Total Minor Requirements		15-18

¹ Courses excluded:

- BIOL 3210 Off-Campus Internship
- BIOL 3211 Off-Campus Internship
- BIOL 3220 On-Campus Internship I
- BIOL 3221 On-Campus Internship II
- BIOL 3231 Introductory Research II
- BIOL 4231 Biol Research Pract II
- BIOL 4232 Biol Research Pract III
- BIOL 4501 Biology Seminar II

Department of Chemistry and Physics

General Information

Dr. Cass Parker, Chair

CassParker@clayton.edu

Mission and Goals

The Department of Chemistry and Physics delivers instruction in chemistry, physics, and physical science education and is responsible for the following programs and courses:

- Bachelor of Science (BS) degree in Chemistry
- Dual-Degree Program in Chemistry and Chemical Engineering
- Minors in Chemistry, Physics and Forensics
- Area D courses in the Core Curriculum

- Service courses that support Teacher Education, Integrative Studies, Allied Health and Professional Studies and that may serve other programs as general electives
- Courses that support a variety of pre-professional programs of study for transfer to another university (pre-medical, pre-dental, pre-pharmacy, pre-physical therapy, pre-physician assistant, pre-engineering, and pre-veterinary medicine)

Honor Societies and Clubs

Among the honor societies, clubs, and service organizations designed to support, augment, and supplement the educational and professional development of students are a chapter of the American Medical Student Association, a Student Affiliate Chapter of the American Chemical Society, a physics club, and an astronomy club.

Programs

Associate Programs

- Integrative Studies, Pre-Engineering Concentration, AS (p. 34)
- Integrative Studies, Pre-Pharmacy Concentration, AS (p. 35)

Baccalaureate Programs

- Chemistry + Chemical Engineering Dual Program (p. 33)
- Chemistry, BS (p. 30)

Minor Programs

- Chemistry, Minor (p. 35)
- Forensic Science, Minor (p. 36)
- Physics, Minor (p. 37)

Faculty

Augustine O. Agyeman
Kelli N. Bain
Drew Brandon
Aubrey L. Dyer
Tatiana A. Krivosheev
John J. Meyers Jr.
Cass D. Parker
Rosann O'Neill-Perez
Caroline E. Sheppard
Richard H. Singiser
Emily A. Suber

Chemistry, BS

The Bachelor of Science (BS) degree in Chemistry has been designed to prepare undergraduate students for graduate and professional schools or employment in the chemical sciences. The chemistry curriculum includes a core of chemistry, physics, and mathematics courses offered in three different tracks - **Professional, General, and Biochemistry** - that will provide the students with skills essential for all chemistry-related careers, and will be combined with directed electives in an area of interest.

Students will be prepared for the following professional programs: medical school, dental school, pharmacy school, veterinary school, and physical therapy and physician assistant programs. This curriculum is also designed to prepare students for the following graduate programs:

- chemistry,
- biochemistry,
- public health,
- environmental science,
- and forensic science.

Program Requirements

No more than two grades of D in upper-division courses are allowed in any track in the Chemistry major. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p. 30)		42

All Core Curriculum requirements for the Chemistry degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.

Bachelor of Science in Chemistry Track Options

There are three Bachelor of Science in Chemistry tracks to choose from:

1. Professional Track (p. 30)
2. General Track (p. 31)
3. Biochemistry Track (p. 32)

Professional Track Course Requirements

Code	Title	Credit Hours
Lower Division Major Requirements (Area F)		18
CHEM 2411 & 2411L	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 2412 & 2412L	Organic Chemistry II and Organic Chemistry Lab II	4
MATH 1501	Calculus I ¹	1
MATH 2502	Calculus II ¹	1
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	4
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	4
Upper Division Core Requirements		33
CHEM 1500	Freshman Chemistry Seminar	1
CHEM 2500	Sophomore Chemistry Seminar	1
CHEM 2811 & 2811L	Quantitative Analysis and Quantitative Analysis Lab	4
CHEM 3220 or CHEM 3230	On-Campus Internship I ^{2,3} or Introductory Research I	3
CHEM 3311 & 3311L	Inorganic Chemistry and Inorganic Chemistry Laboratory	4
CHEM 3411 & 3411L	Physical Chemistry I and Physical Chemistry Laboratory	4
CHEM 3412 & 3412L	Physical Chemistry II and Physical Chemistry Lab II	4
CHEM 3500	Junior Chemistry Seminar	1

CHEM 4202 & 4202L	Biochemistry I and Biochemistry Laboratory	4
Choose one of the following: ¹		2
CHEM 4401L	Advanced Lab I: Organic Synth. ²	
CHEM 4402L	Advanced Lab II: Biochemistry ²	
CHEM 4403L	Advanced Lab III: Inorganic ²	
CHEM 4500	Senior Chemistry Seminar	1
CHEM 4811 & 4811L	Instrumental Analysis and Instrumental Analysis Lab	4
CHEM 4999A or CHEM 4999E	Senior Evaluation	0
Upper Division Chemistry Electives		9
Choose 9 hours from the following:		
CHEM 3220	On-Campus Internship I ³	
CHEM 3221	On-Campus Internship II ³	
CHEM 3230	Introductory Research I ³	
CHEM 3231	Introductory Research II ³	
CHEM 4110	Environmental Chemistry	
CHEM 4201	Advanced Organic Chemistry	
CHEM 4203	Biochemistry II	
CHEM 4203L	Biochemistry Laboratory II	
CHEM 4205	Medicinal Chemistry	
CHEM 4206	Polymer Chemistry	
CHEM 4207	Electrochemistry	
CHEM 4208	Food Chemistry	
CHEM 4209	Color Chemistry	
CHEM 4230	Chemistry Research Practicum I ^{3,4}	
CHEM 4231	Chemistry Research Pract II ^{3,4}	
CHEM 4302	Solid State Chemistry	
CHEM 4311	Advanced Inorganic Chemistry	
CHEM 4401L	Advanced Lab I: Organic Synth.	
CHEM 4402L	Advanced Lab II: Biochemistry	
CHEM 4403L	Advanced Lab III: Inorganic	
CHEM 4411	Biophysical Chemistry	
CHEM 4412	Computational Chemistry	
CHEM 4413	Qual Assurance & Qual Control	
CHEM 4700	Special Topics in Chemistry ⁵	
CHEM 4701	Special Topics in Chemistry II ⁵	
CHEM 4702	Special Topics Chemistry III ⁵	
CHEM 4812	Spectroscopy	
CHEM 4900	Biocomputing ⁶	
Directed Electives		18
Choose 18 hours from the following:		
Additional CHEM courses not applied to Chemistry Core or Electives ⁸		
CHEM 3210	Off-Campus Internship I ⁷	
Additional MATH Courses		
Additional BIOL Courses ⁶		
Additional PHYS Courses ⁸		
Additional courses with department chair or chemistry mentor approval		
Total Credit Hours		120

Footnotes for Professional Track

- ¹ If MATH 1501 and MATH 2502 are used in Area A or Area D2, one credit hour is applied to Lower Division Major Requirements (Area F).
- ² Additional advanced labs may be completed beyond requirements in the chemistry core.
- ³ A total maximum of 12 credit hours of experiential learning credit can be counted in the Chemistry program. Experiential learning courses include the following: CHEM 3210, CHEM 3220, CHEM 3221, CHEM 3230, CHEM 3231, CHEM 3232, CHEM 4230, CHEM 4231, PHYS 3220, PHYS 3221, PHYS 3230, PHYS 3231, PHYS 4230, PHYS 4231
- ⁴ Students may only take CHEM 4230 and CHEM 4231 once.
- ⁵ Topics for CHEM 4700, CHEM 4701, and CHEM 4702 will vary and can only be taken once. Students should check with their chemistry mentor to determine which courses to take.
- ⁶ CHEM 4900 and BIOL 4900 cannot both be used in the degree.
- ⁷ CHEM 3210 may be taken only one (1) time for credit.
- ⁸ PHYS 1111/PHYS 111L, CHEM 3202, CHEM 3400, or CHEM 3811 cannot count toward chemistry electives or directed electives.

Other Professional Track Specific Graduation Requirements

1. MATH 1113 Pre-Calculus or MATH 1501 Calculus I must be taken to satisfy the area A2 requirement in the Core Curriculum.
2. It is highly recommended that CHEM 1211 Principles of Chemistry I, CHEM 1211L Principles of Chemistry Lab I, CHEM 1212 Principles of Chemistry II, CHEM 1212L Principles of Chemistry Lab II, and MATH 1501 Calculus I or MATH 2502 Calculus II be used to satisfy the Area D requirements in the Core Curriculum.

General Track Course Requirements

Code	Title	Credit Hours
Lower Division Major Requirements (Area F)		18
CHEM 2411 & 2411L	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 2412 & 2412L	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2811 & 2811L	Quantitative Analysis and Quantitative Analysis Lab	4
PHYS 1111	Introductory Physics I	3
PHYS 1112	Introductory Physics II	3
Upper Division Core Requirements		25
PHYS 1111L	Introductory Physics Lab I	1
PHYS 1112L	Introductory Physics Lab II	1
CHEM 1500	Freshman Chemistry Seminar	1
CHEM 2500	Sophomore Chemistry Seminar	1
CHEM 3202 & 3202L	Introductory Biochemistry and Biochemistry Laboratory I	4
CHEM 3210	Off-Campus Internship I ^{1,3,6}	3
	or CHEM 3220 On-Campus Internship I	
	or CHEM 3230 Introductory Research I	
CHEM 3311 & 3311L	Inorganic Chemistry and Inorganic Chemistry Laboratory	4
CHEM 3400 & 3400L	Survey of Physical Chemistry and Physical Chemistry Lab I	4

CHEM 3500	Junior Chemistry Seminar	1
CHEM 4500	Senior Chemistry Seminar	1
CHEM 4811 & 4811L	Instrumental Analysis and Instrumental Analysis Lab	4
CHEM 4999A or CHEM 4999B	Senior Evaluation	0
Upper Division Chemistry Electives		15
Choose 15 hours from the following:		
CHEM 3220	On-Campus Internship I ^{2,6}	
CHEM 3221	On-Campus Internship II ^{2,6}	
CHEM 3230	Introductory Research I ^{2,6}	
CHEM 3231	Introductory Research II ^{2,6}	
CHEM 4110	Environmental Chemistry	
CHEM 4201	Advanced Organic Chemistry	
CHEM 4203	Biochemistry II	
CHEM 4203L	Biochemistry Laboratory II	
CHEM 4205	Medicinal Chemistry	
CHEM 4206	Polymer Chemistry	
CHEM 4207	Electrochemistry	
CHEM 4208	Food Chemistry	
CHEM 4209	Color Chemistry	
CHEM 4230	Chemistry Research Practicum I ^{2,6,7}	
CHEM 4231	Chemistry Research Pract II ^{2,6,7}	
CHEM 4302	Solid State Chemistry	
CHEM 4311	Advanced Inorganic Chemistry	
CHEM 4401L	Advanced Lab I: Organic Synth.	
CHEM 4402L	Advanced Lab II: Biochemistry	
CHEM 4403L	Advanced Lab III: Inorganic	
CHEM 4411	Biophysical Chemistry	
CHEM 4412	Computational Chemistry	
CHEM 4413	Qual Assurance & Qual Control	
CHEM 4700	Special Topics in Chemistry ⁸	
CHEM 4701	Special Topics in Chemistry II ⁸	
CHEM 4702	Special Topics Chemistry III ⁸	
CHEM 4812	Spectroscopy	
CHEM 4900	Biocomputing ⁴	
Directed Electives		20
Choose 20 hours from the following:		
Additional CHEM courses not applied to Chemistry Core or Electives ^{5,6}		
Additional MATH courses		
Additional BIOL courses ^{5,6}		
Additional PHYS courses ^{5,6}		
Additional courses with department chair or chemistry mentor approval		
Total Credit Hours		120

Footnotes for General Track

- ¹ Consult with your chemistry faculty mentor to determine which of these courses best meets your academic needs.
- ² Consult with your chemistry faculty mentor to determine the correct ordering of internship and research courses for your academic needs.
- ³ CHEM 3210 may be taken only one (1) time for credit.

- ⁴ CHEM 4900 and BIOL 4900 cannot both be used in the degree.
- ⁵ PHYS 1111/PHYS 111L, CHEM 3202, CHEM 3400, or CHEM 3811 cannot count toward chemistry electives or directed electives.
- ⁶ A total maximum of 12 credit hours of experiential learning credit can be counted in the Chemistry program. Experiential learning courses include the following: CHEM 3210, CHEM 3220, CHEM 3221, CHEM 3230, CHEM 3231, CHEM 3232, CHEM 4230, CHEM 4231, PHYS 3220, PHYS 3221, PHYS 3230, PHYS 3231, PHYS 4230, PHYS 4231
- ⁷ Students may only take CHEM 4230 and CHEM 4231 once.
- ⁸ Topics for CHEM 4700, CHEM 4701, and CHEM 4702 will vary and can only be taken once. Students should check with their chemistry mentor to determine which courses to take.

Other General Track Specific Graduation Requirements

- It is highly recommended that CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, and MATH 1501 be used to satisfy the Area D requirements in the Core Curriculum

Biochemistry Track Course Requirements

Code	Title	Credit Hours
Lower Division Major Requirements (Area F)		18
CHEM 2411 & 2411L	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 2412 & 2412L	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2811 & 2811L	Quantitative Analysis and Quantitative Analysis Lab	4
PHYS 1111	Introductory Physics I	3
PHYS 1112	Introductory Physics II	3
Upper Division Core Requirements		25
PHYS 1111L	Introductory Physics Lab I	1
PHYS 1112L	Introductory Physics Lab II	1
CHEM 1500	Freshman Chemistry Seminar	1
CHEM 2500	Sophomore Chemistry Seminar	1
CHEM 4202 & 4202L	Biochemistry I and Biochemistry Laboratory	4
CHEM 3220 or CHEM 3230 or CHEM 3210	On-Campus Internship I ^{1,6} Introductory Research I Off-Campus Internship I	3
CHEM 3311 & 3311L	Inorganic Chemistry and Inorganic Chemistry Laboratory	4
CHEM 3400 & 3400L	Survey of Physical Chemistry and Physical Chemistry Lab I	4
CHEM 3500	Junior Chemistry Seminar	1
CHEM 4203 & 4203L	Biochemistry II and Biochemistry Laboratory II	4
CHEM 4500	Senior Chemistry Seminar	1
CHEM 4999A or CHEM 4999B	Senior Evaluation	0
Upper Division Biology Core Requirements		11
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	4
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Lab II	4

BIOL 3200	Cell and Molecular Biology	3
Upper Division Biology Core Electives		6-7
Choose from the following:		
BIOL 3201	Genetics	
BIOL 3250	Introductory Microbiology	
BIOL 3250L	Introductory Microbiology Lab	
BIOL 4120	Neurobiology	
BIOL 4160	Endocrinology	
BIOL 4450	Immunology	
BIOL 4900	Biocomputing ⁴	
Upper Division Chemistry Electives		12
Choose from the following:		
CHEM 3210	Off-Campus Internship I ^{2,3,6}	
CHEM 3211	Off-Campus Internship II ^{2,6}	
CHEM 3220	On-Campus Internship I	
CHEM 3221	On-Campus Internship II ^{2,6}	
CHEM 3230	Introductory Research I ^{2,6}	
CHEM 3231	Introductory Research II ^{2,6}	
CHEM 4110	Environmental Chemistry	
CHEM 4201	Advanced Organic Chemistry	
CHEM 4205	Medicinal Chemistry	
CHEM 4206	Polymer Chemistry	
CHEM 4207	Electrochemistry	
CHEM 4208	Food Chemistry	
CHEM 4209	Color Chemistry	
CHEM 4230	Chemistry Research Practicum I ^{2,6,7}	
CHEM 4231	Chemistry Research Pract II ^{2,6,7}	
CHEM 4302	Solid State Chemistry	
CHEM 4311	Advanced Inorganic Chemistry	
CHEM 4401L	Advanced Lab I: Organic Synth.	
CHEM 4402L	Advanced Lab II: Biochemistry	
CHEM 4403L	Advanced Lab III: Inorganic	
CHEM 4411	Biophysical Chemistry	
CHEM 4412	Computational Chemistry	
CHEM 4413	Qual Assurance & Qual Control	
CHEM 4700	Special Topics in Chemistry ⁸	
CHEM 4701	Special Topics in Chemistry II ⁸	
CHEM 4702	Special Topics Chemistry III ⁸	
CHEM 4811	Instrumental Analysis	
CHEM 4811L	Instrumental Analysis Lab	
CHEM 4812	Spectroscopy	
CHEM 4900	Biocomputing ⁴	
Directed Electives		5-6
Choose from the following:		
Additional CHEM courses not applied to Chemistry Core or Electives ^{5,6}		
Additional BIOL courses not applied to the BIOL Core or Electives		
Additional MATH courses		
Additional PHYS courses ^{5,6}		
Additional courses with department chair or chemistry mentor approval		
Total Credit Hours		120

Footnotes for Biochemistry Track

- ¹ Consult with your chemistry faculty mentor to determine which of these courses best meets your academic needs.
- ² Consult with your chemistry faculty mentor to determine the correct ordering of internship and research courses for your academic needs.
- ³ CHEM 3210 may be taken only one (1) time for credit.
- ⁴ CHEM 4900 and BIOL 4900 cannot both be used in the degree.
- ⁵ PHYS 1111/PHYS 111L, CHEM 3202, CHEM 3400, or CHEM 3811 cannot count toward chemistry electives or directed electives.
- ⁶ A total maximum of 12 credit hours of experiential learning credit can be counted in the Chemistry program. Experiential learning courses include the following: CHEM 3210, CHEM 3220, CHEM 3221, CHEM 3230, CHEM 3231, CHEM 3232, CHEM 4230, CHEM 4231, PHYS 3220, PHYS 3221, PHYS 3230, PHYS 3231, PHYS 4230, PHYS 4231
- ⁷ Students may only take CHEM 4230 and CHEM 4231 once.
- ⁸ Topics for CHEM 4700, CHEM 4701, and CHEM 4702 will vary and can only be taken once. Students should check with their chemistry mentor to determine which courses to take.

Other Biochemistry Track Specific Graduation Requirements

- It is highly recommended that CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, and MATH 1501 be used to satisfy the Area D requirements in the Core Curriculum

Chemistry + Chemical Engineering Dual Program

Through an agreement between Clayton State University and Georgia Institute of Technology, students who wish to study engineering may begin their undergraduate program at Clayton State University and later transfer to Georgia Institute of Technology through the Dual Degree Engineering Program. By enrolling in the Dual Degree Program, a student may attend college close to home, which can decrease cost, in a college environment where classes are smaller. This can provide more individual attention and interaction with professors as the student is making the adjustment to college life.

Students who attend Clayton State University under the Dual Degree Engineering Program will complete a specified three-year chemistry curriculum at Clayton State and then attend Georgia Tech for approximately two years to complete the remaining Engineering Curriculum. After completion of the program of study at Georgia Tech, the student will receive a Bachelor of Science in Chemistry from Clayton State University and a Bachelor's degree in Chemical Engineering from Georgia Tech.

In order to be considered for admission to the College of Engineering at Georgia Tech as a dual degree transfer student, students must complete the prescribed program of study at the participating institution, students must meet the admissions requirements for the chemical engineering major and meet the Georgia Tech GPA requirements. For Georgia residents, a cumulative overall GPA of 3.3 is required, including a mathematics GPA of 3.3 and a science GPA of 3.3.

Program Requirements

No more than two grades of D in upper-division courses are allowed in the Chemistry major. Upper-division courses are all courses other than those

of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Chemistry degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
CHEM 2411 & 2411L	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 2412 & 2412L	Organic Chemistry II and Organic Chemistry Lab II	4
MATH 1501	Calculus I ¹	1
MATH 2502	Calculus II ¹	1
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	4
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	4
Upper Division Core Requirements (CSU)		12
CHEM 1500	Freshman Chemistry Seminar	1
CHEM 2500	Sophomore Chemistry Seminar	1
CHEM 3411L	Physical Chemistry Laboratory	2
CHEM 3412	Physical Chemistry II	3
CHEM 3811 or CHEM 2811	Analytical Chemistry or Quantitative Analysis	3
CHEM 4202L	Biochemistry Laboratory	3
Required Courses Taken at GA Tech and Transferred Back to CSU		
CHEM 3220 or CHEM 3230	On-Campus Internship I (GA Tech CHBE 4300 Kinetics & Reactor Design (3 hours)) or Introductory Research I	3
CHEM 3411	Physical Chemistry I (GA Tech CHBE 3130 Chemical Engineering Thermodynamics (3 hours))	3
Choose one from the following:		3
CHEM 4401L	Advanced Lab I: Organic Synth.	
CHEM 4402L	Advanced Lab II: Biochemistry	
CHEM 4403L	Advanced Lab III: Inorganic (GA Tech CHBE 4412 Process Control Lab (1 hour) OR GA Tech CHBE 4400 Chemical Process Control (4 hours – 1 hour counts here and 3 hours count in Chemistry electives below))	
CHEM 4500	Senior Chemistry Seminar (GA Tech CHBE 4520 Senior Capstone (2 hours))	1
Courses Taken at CSU or GA Tech		
CHEM 4202	Biochemistry I (GA Tech CHEM 4511 Survey of Biochemistry (3 hours))	
CHEM 4811 & 4811L	Instrumental Analysis and Instrumental Analysis Lab (GA Tech CHEM 3281 Instrumental Analysis (4 hours))	
Chemistry Electives (Taken at CSU or GA Tech)		
Choose four from the following:		
CHEM 4201	Advanced Organic Chemistry (GA Tech CHEM 4311 Advanced Organic Chemistry (3 hours))	
CHEM 4301	Inorganic Chemistry (GA Tech CHEM 3111 Inorganic Chemistry (3 hours))	

CHEM 4700	Special Topics in Chemistry (GA Tech CHBE 4411 Process Control OR accept credit from the CHBE 4400 Chemical Process Control (4 hour course; 3 hours count here and 1 hour counts above as the Advanced chemistry Lab.))	
CHEM 4812	Spectroscopy (GA Tech CHEM 4341 Applied Spectroscopy or related CE elective (3 hours))	
CHEM 4700	Special Topics in Chemistry (GA Tech CHBE 3225 Separations or related CE elective (3 hours))	
Directed Electives (17 hours must be taken at CSU)		
CSCI 1371	Computing for Engineers	3
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	4
MATH 2140	Introductory Linear Algebra	3
MATH 2503	Calculus III	4
MATH 3303	Differential Equations	3
GA Tech CHBE 4515	Chemical Process Safety	1
Total Credit Hours		120

¹ If MATH 1501 and MATH 2502 are used in Area A or Area D2, one credit hour is applied to Lower Division Major Requirements (Area F).

Integrative Studies, Pre-Engineering Concentration, AS

The pre-engineering program is a 60 semester hour program leading to an Associate of Science in Integrative Studies. The program provides completion of Areas A-E of the Core Curriculum and 18 credits of Lower Division Required Courses.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
Choose 42 hours from the Core Curriculum requirements.		
Lower Division Major Requirements (Area F)		18
MATH 1501	Calculus I ¹	1
MATH 2140	Introductory Linear Algebra	3
MATH 2502	Calculus II ¹	1
MATH 2503	Calculus III	4
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	4
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	4
Elective credit		1
Total Credit Hours		60

Other Program-Specific Graduation Requirements

Associate of Science, Integrative Studies, (Pre-Engineering Concentration) students must earn a grade of C or better (or K) in the following:

- All MATH courses applied towards the degree
- All science courses (i.e., courses with BIOL, CHEM, or PHYS prefixes) applied towards the degree
- All CSCI courses applied towards the degree
- ENGL 1101 English Composition I and ENGL 1102 English Composition II; CRIT 1101 Critical Thinking

A maximum of one grade of D is allowed to be applied towards the degree.

- ¹ MATH 1501 Calculus I and MATH 2502 Calculus II are 4 credit hour course taken in Areas A and D. One (1) credit hour for each is applied to Area F.

Integrative Studies, Pre-Pharmacy Concentration, AS

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
Choose 42 hours from the Core Curriculum requirements.		
Lower Division Major Requirements (Area F) ¹		
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	4
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Lab II	4
CHEM 2411 & 2411L	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 2412 & 2412L	Organic Chemistry II and Organic Chemistry Lab II	4
COMM 1110	Public Speaking ²	2
MATH 1501	Calculus I ³	1
MATH 1401	Elementary Statistics	3
		or 4
or PHYS 1111 & 1111L	Introductory Physics I and Introductory Physics Lab I	
Total Credit Hours		64 or 65

- ¹ Students must consult with their Academic Advisor to discuss appropriate courses for Areas F.

- ² Only 2 credit hours of COMM 110 will count in Area F and 1 credit hour will count in Area B2.

- ³ Only one credit hour of MATH 1501 Calculus I will count in Area F and three credit hours in Area D2.

- ⁴ MATH 1401 Elementary Statistics is required for the University of Georgia's (UGA's) School of Pharmacy.

- ⁵ PHYS 1111 Introductory Physics I and PHYS 1111L Introductory Physics Lab I are required for Mercer University and Southern University.

- ⁶ MATH 1401 Elementary Statistics and the lab sequence PHYS 1111 Introductory Physics I/PHYS 1111L Introductory Physics Lab I are required by the Philadelphia College of Osteopathic Medicine (PCOM).

- ⁷ A grade of C or above is required in all MATH and Science courses and labs.

Other Admission Requirements and Recommendations

(Please note these are not required for the degree at Clayton State University)

Code	Title	Credit Hours
Required for all Georgia Pharmacy Schools		
ECON 2105 or ECON 2106	Principles of Macroeconomics Principles of Microeconomics	3

Code	Title	Credit Hours
Required for South University		
BIOL 1151 & 1151L	Human Anatomy and Physiology I and Human Anatomy & Phys. Lab I	4
BIOL 1152 & 1152L	Human Anatomy & Physiology II and Human Anatomy & Phys Lab II	4

Code	Title	Credit Hours
Required for Mercer University (requires 90 hrs. for acceptance)		
Required for University of Georgia (requires 69 hrs. for acceptance) ¹		
BIOL 1151 & 1151L	Human Anatomy and Physiology I and Human Anatomy & Phys. Lab I	4
BIOL 1152 & 1152L	Human Anatomy & Physiology II and Human Anatomy & Phys Lab II	4
BIOL 3250 & 3250L	Introductory Microbiology and Introductory Microbiology Lab	4
BIOL 2250 & 2250L	Microbiology for Health Sci. and Microbiology for Hlth. Sci. Lab	4
CHEM 4202	Biochemistry I	3

- ¹ The University of Georgia requires two additional World Culture or Language courses *if not completed as part of the core*. These may be chosen from the following:

- Any African American Studies course with prefix AFAM,
- ART 2301 Art of the Pre-Modern World/ART 2302 Art of the Modern World,
- ENGL 2111 World Literature I -Pre-Modern/ENGL 2112 World Literature II - Modern,
- Any French course with the prefix FREN
- MUSC 2301 Introduction to World Music
- Any Spanish course with the prefix SPAN

Chemistry, Minor

The objectives of the chemistry minor are to provide a stronger background in the chemical sciences for biology majors and other majors, and to provide preparation for the workplace and graduate or professional schooling.

Program Requirements

Code	Title	Credit Hours
Lower Division Requirement		6
CHEM 2411	Organic Chemistry I	3
CHEM 2412	Organic Chemistry II	3

Upper Division Electives 12

Choose 12 hours from the following:

CHEM 2811	Quantitative Analysis
CHEM 2811L	Quantitative Analysis Lab
CHEM 3202	Introductory Biochemistry ¹
CHEM 3202L	Biochemistry Laboratory I
CHEM 3220	On-Campus Internship I ²
CHEM 3230	Introductory Research I ²
CHEM 3311	Inorganic Chemistry
CHEM 3311L	Inorganic Chemistry Laboratory
CHEM 3400	Survey of Physical Chemistry
CHEM 3400L	Physical Chemistry Lab I
CHEM 3411	Physical Chemistry I
CHEM 3411L	Physical Chemistry Laboratory
CHEM 3412	Physical Chemistry II
CHEM 3412L	Physical Chemistry Lab II
CHEM 3500	Junior Chemistry Seminar
CHEM 3811	Analytical Chemistry
CHEM 4110	Environmental Chemistry
CHEM 4201	Advanced Organic Chemistry
CHEM 4202	Biochemistry I ¹
CHEM 4202L	Biochemistry Laboratory
CHEM 4203	Biochemistry II
CHEM 4203L	Biochemistry Laboratory II
CHEM 4205	Medicinal Chemistry
CHEM 4206	Polymer Chemistry
CHEM 4207	Electrochemistry
CHEM 4208	Food Chemistry
CHEM 4209	Color Chemistry
CHEM 4222	Chemistry Research Practicum
CHEM 4230	Chemistry Research Practicum I ³
CHEM 4231	Chemistry Research Pract II ³
CHEM 4232	Chemistry Research Pract III ³
CHEM 4301	Inorganic Chemistry
CHEM 4302	Solid State Chemistry
CHEM 4311	Advanced Inorganic Chemistry
CHEM 4401L	Advanced Lab I: Organic Synth.
CHEM 4402L	Advanced Lab II: Biochemistry
CHEM 4403L	Advanced Lab III: Inorganic
CHEM 4411	Biophysical Chemistry
CHEM 4412	Computational Chemistry
CHEM 4413	Qual Assurance & Qual Control
CHEM 4500	Senior Chemistry Seminar
CHEM 4700	Special Topics in Chemistry ⁴
CHEM 4701	Special Topics in Chemistry II ⁴
CHEM 4702	Special Topics Chemistry III ⁴
CHEM 4811	Instrumental Analysis
CHEM 4811L	Instrumental Analysis Lab
CHEM 4812	Spectroscopy
CHEM 4900	Biocomputing

Total Credit Hours 18

- ¹ Either CHEM 3202 Introductory Biochemistry or CHEM 4202 Biochemistry I (but not both) may be applied to the Chemistry minor.
- ² Only one 3000-level experiential learning course (CHEM 3220 On-Campus Internship I or CHEM 3230 Introductory Research I) may be counted as an elective in the Chemistry minor.
- ³ CHEM 4230 Chemistry Research Practicum I, CHEM 4231 Chemistry Research Pract II, or CHEM 4232 Chemistry Research Pract III can count only once as an elective in the Chemistry minor.
- ⁴ Special Topics in Chemistry may be repeated for credit using a different course number if topics are different.

Consult your advisor to determine which of these courses best meets your academic needs.

Forensic Science, Minor

The objectives of the forensic science minor are to provide students with an understanding of the scope and fundamental principles of forensic science, to give students a deeper appreciation of the use of scientific methods of investigation, the application of science to law and the criminal justice system. The minor is highly recommended as a supplementary program for majors in chemistry, biology, criminal justice, computer science, nursing, psychology and other related areas of study.

Program Requirements

Code	Title	Credit Hours
Lower Division Requirement		6
FOSC 1101	Survey of Forensic Science	3
CRJU 1150	Intro to Criminal Justice	3
Upper Division Electives		12
At least one course should have the FOSC prefix and one course should have the CRJU prefix. Other related courses not listed here must be approved by the Forensic Program Coordinator.		
Choose a minimum of 12 hours from the following:		
BIOL 3200	Cell and Molecular Biology	
BIOL 3201	Genetics	
BIOL 4120	Neurobiology	
BIOL 4930	Environmental Toxicology	
CHEM 3202	Introductory Biochemistry	
CHEM 3811	Analytical Chemistry	
CHEM 4110	Environmental Chemistry	
CHEM 4201	Advanced Organic Chemistry	
CHEM 4202	Biochemistry I	
CHEM 4205	Medicinal Chemistry	
CHEM 4811	Instrumental Analysis	
CHEM 4811L	Instrumental Analysis Lab	
CRJU 3100	Criminology	
CRJU 3110	Race and Crime	
CRJU 3140	Gender and Crime	
CRJU 3200	Law Enforcement	
CRJU 3210	Criminal Investigations	
CRJU 3280	Death Investigations	
CRJU 3410	Survey-Criminal Law/Procedures	
CRJU 4500	Sex Offenders	
CRJU 4550	White Collar Crime	

CSCI 1301	Computer Science I	
CSCI 1302	Computer Science II	
FOSC 3100	Crime Scene Investigation	
FOSC 3101	Lab Techniques in Forensic Sci	
FOSC 4500	Senior Capstone in Forensics	
FOSC 4700	Advanced Investigation	
HSEM 3500	Counter Terrorism	
HSEM 4700	Legal Issues in HSEM	
MATH 3220	Applied Statistics	
PSYC 3140	Crisis Intervention	
PSYC 3350	Abnormal Psychology	
PSYC 3530	Health Psychology	
PSYC 3580	Addictions	
SOCI 3130	Drugs and Society	
SOCI 4420	Law and Society	
Total Credit Hours		18

Physics, Minor

The objectives of the physics minor are to provide a stronger background in the physical sciences for chemistry majors, math majors and other majors, and to provide preparation for the workplace and graduate or professional schooling.

Program Requirements

Code	Title	Credit Hours
Lower Division Requirement		
PHYS 2211	Principles of Physics I	3
PHYS 2211L	Principles of Physics Lab I	1
PHYS 2212	Principles of Physics II	3
PHYS 2212L	Principles of Physics Lab II	1
Upper Division Electives		10
Choose a minimum of 10 hours from the following: ¹		
ASTR 3010	Topics in Astrophysics	
PHYS 3213	Prin of Physics III - Modern	
PHYS 3650L	Modern Physics Laboratory	
PHYS 3214	Classical Mechanics	
PHYS 3220	On-Campus Internship I ²	
	or PHYS 323 Introductory Research I	
	or PHYS 423 Physics Research Practicum I	
PHYS 4215	Electricity and Magnetism I	
PHYS 4216	Methods of Mathematical Phys	
Total Credit Hours		18

¹ Consult your advisor to determine which of these courses best meets your academic needs.

² Only one 3000-4000 level experiential learning course (PHYS 3220 On-Campus Internship I, PHYS 3230 Introductory Research I, PHYS 3231 Introductory Research II, PHYS 4230 Physics Research Practicum I, or PHYS 4231 Physics Research Practicum II) may be counted as an elective in the Physics minor.

Department of English General Information

Dr. Mary R. Lamb, Chair

MaryLamb@clayton.edu

Mission and Goals

The Department of English at Clayton State University offers both an undergraduate degree and courses in graduate degrees. At the undergraduate level, we have courses in the core curriculum; courses that comprise a major and minor in English; courses for middle level teacher education majors; and content courses for secondary education students. At the undergraduate level, we offer a major (Bachelor of Arts) and minor in English, and a badge in Professional Writing Proficiency. At the graduate level, we offer courses in the Master of Arts in Teaching English, the Master of Arts in Liberal Studies with an English concentration, and a Combined BA/MALS with an English concentration.

Our core courses include first-year writing (ENGL 1101 English Composition I, ENGL 1102 English Composition II, Area A1) and literature survey courses (2000-level literature courses, Area C). Students in the First-Year Writing program acquire skills that will increase their ability to write for a wide variety of professional and academic contexts. The course sequence offers instruction in writing processes, collaborative writing strategies, methods of organization, research skills, discourse conventions of Standard Written English, and rhetorical strategies. The literature survey courses introduce students to some of the greatest writings and ideas humankind has created, thus expanding their understanding of themselves and their cultures.

The Bachelor of Arts in English (120 hours) offers three concentrations —literature, writing, and secondary education. Throughout their coursework, students will learn to understand multiple perspectives, make connections across disciplines, and critically evaluate, interpret, and synthesize information from various sources. Furthermore, students will learn to read critically, write effectively, think analytically, work collaboratively, apply technology, and communicate clearly. Students will have the opportunity to practice these skills as they work with professors on research projects or as they participate in one of the internships hosted by our department in producing the *Cygnat* (our literary magazine), publishing *Connections* (our First-Year Writing textbook) or the Vibrant Voice (our newsletter), or writing for social media.

The English major prepares students for success in:

- graduate study (e.g. in English, library science, technical writing, and creative writing)
- professional schools (e.g. law, medical, divinity)
- careers in education, media, marketing, public relations, professional and technical writing, and many others

In short, a degree in English will give students the foundation to thrive, solve problems, and succeed in their civic, personal, and professional lives. It teaches students to be creative, imaginative thinkers and problem-solvers and equips them to participate effectively in an ever-changing, information-based society. The English department educates almost every student at Clayton State and cultivates a vital community for literature and writing on campus and in the community.

Honor Societies and Clubs

The Department of English houses the Alpha Nu Xi chapter of Sigma Tau Delta, the International English Honor Society. We also produce the *Cygnets*, a student-run literary magazine and *Connections*, the university's First-Year Writing textbook. The department sponsors several student writing awards.

Badge in Professional Writing Proficiency Requirements

The requirements for a Badge in Professional Writing Proficiency are:

- 1. Passing a grammar/skills test
- 2. Passing ENGL 3900 Professional & Tech. Writing
- 3. Passing *either* ENGL 3910 Professional Editing or CMS 3710 Writing for Digital Media
- 4. Passing *either* ENGL 3220 Argumentative Writing; ENGL 4320 Adv Creative Nonfiction Wrtg; or ENGL 3212 Advanced Composition: the first class is recommended for professions requiring more persuasive writing, the second is for professions requiring more informational writing, the third class emphasizes rhetorical and stylistic choices.

Programs

Baccalaureate Programs

- English, BA (p. 38)
- English, BA and Liberal Studies, MA, Combined Degree (p. 39)
- English, BA, Secondary Education Concentration (p. 39)

Minor Programs

- English, Minor (p. 40)

Faculty

Brigitte F. Byrd
Tyrell Collins
Shannon Cochran
Susan E. Copeland
Sean Dever
Margaret Fletcher
Barbara A. Goodman
Cantice Greene
Gwendolyn Harold
Wesley Jacques
Sipai Klein
Mary R. Lamb
Michael Lindsay
Gregory V. McNamara
Eugene Ngezem
Jennifer M. Parrott
Robert R. Pfeiffer
Kathryn Pratt Russell
Christopher J. Ritter
Amy D. Sanford
Matthew Sansbury
Patricia A. Smith
Robert Vaughan

English, BA

Program Requirements

All English majors must have a C or higher in all English classes. Secondary English Education majors must have a C or better in all classes. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p. 38)		42
All Core Curriculum requirements for the English degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
Survey of Literature Requirement		
<i>World Literature Course - Choose one from the following:</i>		
ENGL 2111	World Literature I - Pre-Modern	
ENGL 2112	World Literature II - Modern	
<i>British Literature Course - Choose one from the following:</i>		
ENGL 2121	British Literature I	
ENGL 2122	British Literature II	
<i>American Literature Course - Choose one from the following:</i>		
ENGL 2131	American Literature I or ENGL 213 American Lit. I - Honors	
ENGL 2132	American Literature II or ENGL 213 American Lit II - Honors	
International Languages and Lower Division Requirements		
Competence in a language other than English through the intermediate level (e.g. SPAN/FREN 2002) is required here, in Areas B and/or C, or by competency assessment (e.g. CLEP). If the 9 hours for this area are not satisfied by International Language courses, then students may apply courses listed in Areas C or E but not already applied elsewhere. ¹		
Upper Division Core Requirements		12
ENGL 3100	Intro to Literary Studies	3
ENGL 3110	Introd to Writing Studies	3
ENGL 4011	Critical Theory	3
ENGL 4950	Senior Capstone	3
Upper Division Concentration Requirements		48
Choose one concentration from the following:		
Writing Concentration (p. 38)		
Literature Concentration (p. 39)		
Total Degree Requirements		120

¹ SPAN 1001 Elementary Spanish I/FREN 1001 Elementary French I cannot be used towards any degree requirement.

Concentration Requirements

Writing Concentration

Code	Title	Credit Hours
Core Requirements		48
ENGL 3212	Advanced Composition	3

ENGL 3600	Careers in Writing	3
ENGL 3750	Digital and Multimedia Writing	3
ENGL 3800	Intro to Creative Writing	3
ENGL 3900	Professional & Tech. Writing	3
ENGL 4015	Cultural Rhetorics	3

English Electives

Choose six 3000- or 4000- level ENGL courses that are not applied elsewhere in the program of study. 18

Open Electives

Choose four courses, only one of which may be an upper-level English course. If a student wishes to minor in a subject, all four electives must have the same prefix. 12

Literature Concentration

Code	Title	Credit Hours
------	-------	--------------

Core Requirements

48

Cultural Studies

Choose from:

6

ENGL 3200	History of English Language
ENGL 3300	Women and Literature
ENGL 3410	African American Literature I
ENGL 3420	African American Literature II
ENGL 3501	Multicultural Literature
ENGL 3510	Caribbean Literature
ENGL 3620	Postcolonial Literature
ENGL 4810	Special Topics in Women & Lit.

British Literature before 1660

Choose from:

3

ENGL 4200	Medieval Literature
ENGL 4210	Renaissance Literature
ENGL 4215	Shakespeare
ENGL 4221	Seventeenth Century Literature

British Literature after 1660

Choose from:

3

ENGL 4221	Seventeenth Century Literature
ENGL 4222	Eighteenth Century Literature
ENGL 4241	Romantic Literature
ENGL 4242	Victorian Literature
ENGL 4250	Modern British Literature
ENGL 3620	Postcolonial Literature (if not applied in Cultural Studies)

American Literature before 1850

Choose from:

3

ENGL 4100	Amer. Colonial & Federal Lit.
ENGL 4110	American Romanticism
ENGL 3410	African American Literature I (if not applied in Cultural Studies)

American Literature after 1850

Select from:

3

ENGL 4120	American Realism & Naturalism
ENGL 4130	Southern Literature
ENGL 4140	Modern American Literature
ENGL 4150	Contemporary American Lit.

ENGL 3420	African American Literature II (if not applied in Cultural Studies)
-----------	---

ENGL 3501	Multicultural Literature (if not applied in Cultural Studies)
-----------	---

Other Courses

The following courses may be applied in one of the above categories depending on the topic of the course:

ENGL 4610	Modern Poetry
-----------	---------------

ENGL 4800	Selected Topics in English
-----------	----------------------------

ENGL 4801	Selected Topics in English
-----------	----------------------------

ENGL 4802	Selected Topics in English
-----------	----------------------------

ENGL 4803	Selected Topics in English
-----------	----------------------------

ENGL 4810	Special Topics in Women & Lit.
-----------	--------------------------------

ENGL 4820	Studies in Drama
-----------	------------------

ENGL 4900	Directed Research
-----------	-------------------

English Electives

Choose six 3000- or 4000- level ENGL courses that are not applied elsewhere in the program of study. 18

Open Electives

Choose four courses, only one of which may be an upper-level English course. If a student wishes to minor in a subject, all four electives must have the same prefix. 12

English, BA and Liberal Studies, MA, Combined Degree

Program Requirements

The English Department and the School of Graduate Studies offer a combined Bachelor's and Master's degree in which students earn a Bachelor of Arts in English and a Master of Arts in Liberal Studies with an English concentration within five-years.

Entrance requirements for ENGL/MALS degrees are:

- 3.0 GPA
- ENGL 3100 Intro to Literary Studies—grade of B or better
- ENGL 3110 Intro to Writing Studies—grade of B or better
- Acceptance into Graduate School

Students who are interested in pursuing this combined degree program should consult with the Department of English and refer to the specific requirements on the program website (<https://www.clayton.edu/english/combined-degree>).

English, BA, Secondary Education Concentration

Code	Title	Credit Hours
------	-------	--------------

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

All Core Curriculum requirements for the English degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.

Lower Division Major Requirements (Area F)	18
---	----

Survey of Literature Requirement

World Literature Course. Choose one from the following:

ENGL 2111	World Literature I -Pre-Modern	
ENGL 2112	World Literature II - Modern	
<i>British Literature Course. Choose one from the following:</i>		
ENGL 2121	British Literature I	
ENGL 2122	British Literature II	
<i>American Literature Course. Choose one from the following:</i>		
ENGL 2131	American Literature I	
ENGL 2132	American Literature II	
<i>International Languages and Lower Division Requirements</i>		
Competence in a language other than English through the intermediate level (e.g. SPAN/FREN 2002) is required here, in Areas B and/or C, or by competency assessment (e.g. CLEP). If the 9 hours for this area are not satisfied by International Language courses, then students may apply courses listed in Areas C or E but not already applied elsewhere. ¹		
Upper Division Core Requirements		12
ENGL 3100	Intro to Literary Studies	3
ENGL 4011	Critical Theory	3
ENGL 4020	Methods in Teaching Literature	3
ENGL 4030	Methods in Teaching Writing	3
Upper Division Concentration Requirements		15
<i>Cultural Studies</i>		
Choose one (1) course from:		3
ENGL 3200	History of English Language	
ENGL 3300	Women and Literature	
ENGL 3410	African American Literature I	
ENGL 3420	African American Literature II	
ENGL 3501	Multicultural Literature	
ENGL 3510	Caribbean Literature	
ENGL 3620	Postcolonial Literature	
ENGL 4810	Special Topics in Women & Lit.	
<i>British Literature before 1660</i>		3
Choose one (1) from:		
ENGL 4200	Medieval Literature	
ENGL 4210	Renaissance Literature	
ENGL 4221	Seventeenth Century Literature	
<i>British Literature after 1660</i>		3
Choose one (1) from:		
ENGL 4221	Seventeenth Century Literature	
ENGL 4222	Eighteenth Century Literature	
ENGL 4241	Romantic Literature	
ENGL 4242	Victorian Literature	
ENGL 4250	Modern British Literature	
ENGL 3620	Postcolonial Literature (if not applied in Cultural Studies)	
<i>American Literature before 1850</i>		3
Choose one (1) from:		
ENGL 4100	Amer. Colonial & Federal Lit.	
ENGL 4110	American Romanticism	
ENGL 3410	African American Literature I (if not applied in Cultural Studies)	
<i>American Literature after 1850</i>		3
Choose one (1) from:		

ENGL 4120	American Realism & Naturalism	
ENGL 4130	Southern Literature	
ENGL 4140	Modern American Literature	
ENGL 4150	Contemporary American Lit.	
ENGL 3420	African American Literature II (if not applied in Cultural Studies)	
ENGL 3501	Multicultural Literature (if not applied in Cultural Studies)	
Additional Courses - The following courses may be applied in one of the above categories depending on the topic of the course:		
ENGL 4610	Modern Poetry	
ENGL 4800	Selected Topics in English	
ENGL 4810	Special Topics in Women & Lit.	
ENGL 4820	Studies in Drama	
ENGL 4900	Directed Research	
Guided Electives		9
ENGL 3200	History of English Language	3
or ENGL 3210	Advanced Grammar	
ENGL 4114	Adolescent Literature	3
ENGL 4215	Shakespeare	3
English Electives		6
Choose two 3000- or 4000- level ENGL courses that are not applied elsewhere in the program of study.		6
Secondary Teacher Education Concentration Area		27
EDUC 2110	Invest. Critical/Contem. Issue	3
EDUC 2120	Exploring Socio-Culture	3
EDUC 2130	Exploring Learning & Teaching	3
EDUC 3030	Exploring-Exceptional Learner	3
EDUC 3200	Secondary Curr. & Assessment	3
EDUC 3210	Classroom Methods & Mgmt.	3
EDUC 4003	Secondary Level Seminar	1
EDUC 4725	Secondary Practicum	2
EDUC 4730	Secondary Level Internship	3
EDUC 4731	Secondary Level Internship	3
Total Credit Hours		120-129

Education Policies and Procedures

Education students are bound by the rules and policies stated in the Teacher Education Unit Policy Manual and in the Intern Handbook. Both are posted on the Teacher Education home page at <http://www.clayton.edu/teachered>. Please see the Department of Teacher Education catalog page for admission, graduation, and certification requirements.

English, Minor

The English minor program has two concentrations that serve different populations of students. The concentration in literature is for students who intend to pursue undergraduate minors in literature or related fields, either in preparation for teaching or for other personal or professional goals. The concentration in writing is for students seeking advanced preparation for careers requiring proficiency in written print and digital communication or for graduate programs in technical or professional writing.

Program Requirements

Code	Title	Credit Hours
Upper Division Requirement for Literature Concentration		3
ENGL 3100	Intro to Literary Studies	
Upper Division Requirement for Writing Concentration		3
ENGL 3110	Intro to Writing Studies	
Upper Division Electives		12
Choose one concentration from the following:		
Literature Concentration (p. 41)		
Writing Concentration (p. 41)		
Total Credit Hours		18

Concentration Requirements

Literature Concentration

Code	Title	Credit Hours
Choose from Literature Courses:		9-12
ENGL 3200	History of English Language	
ENGL 3300	Women and Literature	
ENGL 3410	African American Literature I	
ENGL 3420	African American Literature II	
ENGL 3501	Multicultural Literature	
ENGL 3510	Caribbean Literature	
ENGL 3620	Postcolonial Literature	
ENGL 4000	English Internship	
ENGL 4011	Critical Theory	
ENGL 4020	Methods in Teaching Literature	
ENGL 4100	Amer. Colonial & Federal Lit.	
ENGL 4110	American Romanticism	
ENGL 4114	Adolescent Literature	
ENGL 4120	American Realism & Naturalism	
ENGL 4130	Southern Literature	
ENGL 4140	Modern American Literature	
ENGL 4150	Contemporary American Lit.	
ENGL 4200	Medieval Literature	
ENGL 4210	Renaissance Literature	
ENGL 4215	Shakespeare	
ENGL 4221	Seventeenth Century Literature	
ENGL 4222	Eighteenth Century Literature	
ENGL 4241	Romantic Literature	
ENGL 4242	Victorian Literature	
ENGL 4250	Modern British Literature	
ENGL 4610	Modern Poetry	
ENGL 4800	Selected Topics in English	
ENGL 4810	Special Topics in Women & Lit.	
ENGL 4820	Studies in Drama	
ENGL 4900	Directed Research	
ENGL 4950	Senior Capstone	
Choose from Writing Courses:		0-3
ENGL 3110	Intro to Writing Studies	
ENGL 3140	Intro to Visual Rhetoric	

ENGL 3210	Advanced Grammar	
ENGL 3212	Advanced Composition	
ENGL 3220	Argumentative Writing	
ENGL 3230	Practical Grammar	
ENGL 3600	Careers in Writing	
ENGL 3650	Writing for Nonprofits	
ENGL 3700	Response to Writing	
ENGL 3750	Digital and Multimedia Writing	
ENGL 3800	Intro to Creative Writing	
ENGL 3900	Professional & Tech. Writing	
ENGL 3910	Professional Editing	
ENGL 4000	English Internship	
ENGL 4015	Cultural Rhetorics	
ENGL 4030	Methods in Teaching Writing	
ENGL 4300	Advanced Poetry Writing	
ENGL 4315	Advanced Fiction Writing	
ENGL 4320	Adv Creative Nonfiction Wrtg	
ENGL 4800	Selected Topics in English	
ENGL 4950	Senior Capstone	
Total Credit Hours		12

Writing Concentration

Code	Title	Credit Hours
Choose from Writing Courses:		9-12
ENGL 3140	Intro to Visual Rhetoric	
ENGL 3210	Advanced Grammar	
ENGL 3212	Advanced Composition	
ENGL 3220	Argumentative Writing	
ENGL 3230	Practical Grammar	
ENGL 3600	Careers in Writing	
ENGL 3650	Writing for Nonprofits	
ENGL 3700	Response to Writing	
ENGL 3750	Digital and Multimedia Writing	
ENGL 3800	Intro to Creative Writing	
ENGL 3900	Professional & Tech. Writing	
ENGL 3910	Professional Editing	
ENGL 4000	English Internship	
ENGL 4015	Cultural Rhetorics	
ENGL 4030	Methods in Teaching Writing	
ENGL 4300	Advanced Poetry Writing	
ENGL 4315	Advanced Fiction Writing	
ENGL 4320	Adv Creative Nonfiction Wrtg	
ENGL 4800	Selected Topics in English	
ENGL 4950	Senior Capstone	
Choose from Literature Courses:		0-3
ENGL 3100	Intro to Literary Studies	
ENGL 3200	History of English Language	
ENGL 3300	Women and Literature	
ENGL 3410	African American Literature I	
ENGL 3420	African American Literature II	
ENGL 3501	Multicultural Literature	
ENGL 3510	Caribbean Literature	

ENGL 3620	Postcolonial Literature	
ENGL 4011	Critical Theory	
ENGL 4020	Methods in Teaching Literature	
ENGL 4100	Amer. Colonial & Federal Lit.	
ENGL 4110	American Romanticism	
ENGL 4114	Adolescent Literature	
ENGL 4140	Modern American Literature	
ENGL 4150	Contemporary American Lit.	
ENGL 4200	Medieval Literature	
ENGL 4210	Renaissance Literature	
ENGL 4215	Shakespeare	
ENGL 4221	Seventeenth Century Literature	
ENGL 4222	Eighteenth Century Literature	
ENGL 4241	Romantic Literature	
ENGL 4242	Victorian Literature	
ENGL 4250	Modern British Literature	
ENGL 4610	Modern Poetry	
ENGL 4800	Selected Topics in English	
ENGL 4810	Special Topics in Women & Lit.	
ENGL 4820	Studies in Drama	
ENGL 4900	Directed Research	
ENGL 4950	Senior Capstone	
Total Credit Hours		12

Department of Humanities

General Information

Dr. Adam L. Tate, Chair

AdamTate@clayton.edu (adamtate@clayton.edu)

Mission and Goals

The Department of Humanities is a multidisciplinary unit composed of faculty whose mission is to cultivate awareness of and sensitivity to the ideas and values characterizing human discourse, thought, and experience. The Department provides leadership for the University's commitment to teaching students critical and creative thinking, analytical reading and listening, as well as international language and information-gathering skills. The Department offers a diverse and technology-enhanced curriculum that encourages critical, open-minded and informed consideration of the human tradition and the many beliefs, histories, and words of our collective cultural heritage. Together, we teach introductory and advanced courses in the areas of History, Philosophy, International Languages, and Humanities, with a BA in History, a BA in History and Secondary Education, a BA in Philosophy, and, through an online collaborative, a BA in French and a BA in Spanish. The Department also offers minors in History, Philosophy, French, and Spanish. As Humanities faculty, we are devoted to our students, and we are actively involved in scholarly research and in service to the profession, to the University and to the larger community.

Programs

Baccalaureate Programs

- French, BA (p. 42)
- History BA, Secondary Education Concentration (p. 43)

- History, BA (p. 45)
- Philosophy, BA (p. 46)
- Spanish, BA (p. 47)

Minor Programs

- French, Minor (p. 43)
- History, Minor (p. 46)
- Philosophy, Minor (p. 47)
- Spanish, Minor (p. 48)

Faculty

Benjamin L. Buckley
 Jelani M. Favors
 David Gilbert
 Randall S. Gooden
 Alexander W. Hall
 Todd D. Janke
 E. Joe Johnson
 Andrew P. Kurt
 Sanjay Lal
 Marko H. Maunula
 Dennis R. Miller
 R.B. Rosenberg
 Jackson Schwartz
 Adam Tate
 Rosario Maria Vickery
 Christopher Ward
 Carol L. White

French, BA

The degree program in French is offered through an online collaborative of various University System of Georgia (USG) institutions: including Clayton State University, the College of Coastal Georgia, and Valdosta State University. The program is offered primarily at a distance via the Georgia Online Virtual Enterprise Wide (GoView) system. Possible exceptions to fully online delivery would be face-to-face or hybrid classes offered by the consortium members or other USG institutions.

The purpose of the Bachelor of Arts in French is to produce graduates who are prepared to assume a variety of important roles in Georgia communities. The program provides a foundation of required major courses, which includes French conversation and composition, language, civilization, Francophone literature, and applied French courses for the professions. This approach allows students to develop areas of expertise that best meet the needs of their career paths, including the critical need for French-speaking professionals in business, industry, health care, law enforcement, and public service. The program provides a focus on oral communication in professional settings, with opportunities for development of specialized vocabulary, analysis of the language used in professional settings, research in professional areas, and hands-on experiences in the community or abroad. These opportunities prepare students with an understanding of cultural factors affecting communication.

Program Requirements

All French majors must have a C or higher in all French classes.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the French degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
<i>Language Competence</i>		0-12
Competence in French through the intermediate level (i.e. FREN 2002) is required, here, in Area C, or by competency assessment (e.g., CLEP). ¹		
<i>Elective Courses</i>		6-18
Choose any 1000-2000 courses listed but not applied in Areas C or E.		
Upper Division Major Requirements		33
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture & Civilization	3
or FREN 3160	Francophone Culture & Civ	
FREN 3201	Approaches to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Lit	
FREN 4001	Advanced French Conversation	6
& FREN 4002	and Advanced French Composition	
FREN 4991	Senior Seminar	3
FREN 3XXX/4XXX		6
ESOL 4010	Applied Linguistics for ESOL	3
Upper Division French Electives		0-27
FREN 3300	French Phonetics and Phonology	3
FREN 3400	Culture, Business, Society	3
FREN 4210	Business French	3
FREN 4800	Special Topics in French	0-9
or FREN 4801	Special Topics in French	
or FREN 4802	Special Topics in French	
or FREN 4803	Special Topics in French	
or FREN 4804	Special Topics in French	
or FREN 4805	Special Topics in French	
or FREN 4806	Special Topics in French	
or FREN 4807	Special Topics in French	
or FREN 4808	Special Topics in French	
FREN 4950	Directed Study	3
FREN 4960	Study Abroad	3
FREN 4980	Community Practicum/Internship	3
Upper Division Related Electives		0-21
Choose up to 21 hours of 1000-2000 level, non-core curriculum coursework. This area may be satisfied by course work towards a major or minor in a separate discipline, including a second language.		
Total Credit Hours		120

¹ If not used in Areas A-E, these classes may include FREN 1001 Elementary French I, FREN 1002 Elementary French II, FREN 2001 Intermediate French I, and FREN 2002 Intermediate French II.

French, Minor

The Department of Humanities offers two minors in world languages: French and Spanish. These minors will enhance listening, oral, writing, and reading, speaking, and cultural expertise of students in the target language. They will supplement students' degrees in other programs offered at the University and in graduate school programs, they will help prepare students to engage effectively with the world in varied ways, and they will enhance students' career opportunities.

Program Requirements

Code	Title	Credit Hours
Lower Division Prerequisite		3
FREN 2002	Intermediate French II (with a C or better)	3
Upper Division Electives		12
Choose 12 hours from the following:		
Total Credit Hours		18
FREN 3001	French Conversation	
FREN 3002	French Composition	
FREN 3150	French Culture & Civilization	
FREN 3160	Francophone Culture & Civ	
FREN 3201	Approaches to Literature	
FREN 3250	Survey of French Literature	
FREN 3260	Survey of Francophone Lit	
FREN 3300	French Phonetics and Phonology	
FREN 3400	Culture, Business, Society	
FREN 4001	Advanced French Conversation	
FREN 4002	Advanced French Composition	
FREN 4210	Business French	
FREN 4800	Special Topics in French	
or FREN 4801	Special Topics in French	
or FREN 4802	Special Topics in French	
or FREN 4803	Special Topics in French	
or FREN 4804	Special Topics in French	
or FREN 4805	Special Topics in French	
or FREN 4806	Special Topics in French	
or FREN 4807	Special Topics in French	
or FREN 4808	Special Topics in French	
FREN 4950	Directed Study	
FREN 4960	Study Abroad	
FREN 4980	Community Practicum/Internship	
Total Credit Hours		15

History BA, Secondary Education Concentration

Program Requirements

No grades of D in upper-division courses are allowed in the Secondary Education track of the History major. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the History and Secondary Education degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
<i>World Language Option</i>		
For History & Secondary Education majors, knowledge of a world language is strongly recommended.		0-6
<i>Lower Division Major Requirements</i>		
Choose 12 hours from the following: ¹		12
HIST 1111	Survey-PreModern World History (whichever *not* taken in Area E2)	
	or HIST 1112 Survey of Modern World History	
HIST 2111	Survey of US History to 1877 (whichever *not* taken in Area E3)	
	or HIST 2112 US HIST Since Reconstruction	
HIST 2500	Historical Methods	
HIST 2750	Critical Trends and Issues	
Lower Division Major Electives		0-6
Choose 0-6 hours from the following:		
AFAM 2010	Intro-African American Studies	
ECON 2105	Principles of Macroeconomics	
ECON 2106	Principles of Microeconomics	
MATH 1401	Elementary Statistics	
PHIL 2010	Introduction to Philosophy	
PHIL 2030	Ethics/History/Cntmpry Persp	
PHIL 2040	Intro to Aesthetics	
POLS 2101	Intro to Political Science	
POLS 2401	Intro to Global Issues	
PSYC 2103	Intro to Human Development	
SOCI 1101	Introduction to Sociology	
SOCI 2293	Intro to Marriage & the Family	
SOCI 2420	Social Problems	
Upper Division History Major Requirements		18
HIST 3001	Historiography	3
HIST 3110	Georgia History and Government	3
HIST 3700	U.S. Historical Geography	3
	or HIST 3800 World Historical Geography	
HIST 4250	History of World Religions	3
HIST 3601	Methods for Teaching History	3
HIST 4850	Senior Thesis in History	3
Upper Division U.S. History Electives		9
Choose nine hours from the following:		
HIST 3010	Intro to Public History	
HIST 3120	Establishment-US 1607-1800	
HIST 3125	The Age of Jefferson & Jackson	
HIST 3130	The Civil War Era	
HIST 3132	The Reconstruction Era	
HIST 3135	US-Gilded Age & Prog. Era	
HIST 3140	Themes-Twentieth Cen. US Hist.	
HIST 3170	U.S. History, 1914-1945	

HIST 3180	Modern America, 1945-present	
HIST 3245	History through Film	
HIST 3330	Business & Economic History	
HIST 3420	Fam. Hist. & Genealogical Res	
HIST 3450	U.S. Military History	
HIST 4003	Women's History	
HIST 4004	Environmental History	
HIST 4020	History of the Old South	
HIST 4030	History of the New South	
HIST 4040	African American Hist. to 1877	
HIST 4050	African Am. Hist. since 1877	
HIST 4800	Selected Topics in History	
Upper Division World History Electives ⁴		9
Choose nine hours from the following:		
HIST 3210	Twentieth Century World	
HIST 3221	Colonial Latin America	
HIST 3223	Modern Latin America	
HIST 3227	History of Mexico	
HIST 3230	History of Sub Sahara Africa	
HIST 3240	Spec. Topics in Hist-Mid. East	
HIST 3250	Pre-Modern East Asian History	
HIST 3255	Modern East Asian History	
HIST 3260	Pre-Modern South Asia History	
HIST 3265	Modern South Asian History	
HIST 3270	Pre-Modern Russian History	
HIST 3275	Modern Russian History	
HIST 3280	History of Middle East to 1800	
HIST 3285	History of Middle East-1800	
HIST 4110	Ancient Greece and Rome	
HIST 4115	History of the Middle Ages	
HIST 4150	Early Modern Europe	
HIST 4160	Europe Since 1815	
Secondary Teacher Education Emphasis Area		27
EDUC 2110	Invest. Critical/Contem. Issue	3
EDUC 2120	Exploring Socio-Culture	3
EDUC 2130	Exploring Learning & Teaching	3
EDUC 3030	Exploring-Exceptional Learner	3
EDUC 3200	Secondary Curr. & Assessment	3
EDUC 3210	Classroom Methods & Mgmt.	3
EDUC 4003	Secondary Level Seminar	1
EDUC 4725	Secondary Practicum	2
EDUC 4730	Secondary Level Internship	3
EDUC 4731	Secondary Level Internship	3
Total Credit Hours		123

¹ Grades of C or better are required for all lower division HIST courses.

Education Policies and Procedures

Education students are bound by the rules and policies stated in the Teacher Education Unit Policy Manual and in the Intern Handbook. Both are posted on the Teacher Education home page at <http://www.clayton.edu/teachered>. Please see the Department of Teacher Education for admission, graduation, and certification requirements.

History, BA

Graduates with a BA in history have several options including entry-level positions in history- related fields, graduate study in history, and solid liberal arts preparation for a variety of public service, business, writing, and education careers. The study of history has traditionally provided a strong background for graduates who go on to law school. Yet history degrees are versatile, viable, and valuable. Among the top skills that today's employers want are written and oral communication, solving problems, analyzing data, and obtaining and processing information. History majors develop those desirable skills.

History majors at Clayton State have an experience unique in the nation because no other institution of higher learning has a state archives and a regional national archives located immediately adjacent to campus. Clayton State students will have the opportunity to conduct research in these facilities, and internships in either facility are possible.

Program Requirements

No more than two grades of D in upper-division courses are allowed in the History major. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the History degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
<i>World Language Option</i>		
Students contemplating advanced study in the field of history or international travel are strongly encouraged to study a language other than English.		0-6
<i>Lower Division Major Requirements</i>		
Choose 12 hours from the following: ¹		12
HIST 1111	Survey-PreModern World History or HIST 1112 Survey of Modern World History	
HIST 2111	Survey of US History to 1877 or HIST 2112 US HIST Since Reconstruction	
HIST 2500	Historical Methods	
HIST 2750	Critical Trends and Issues	
<i>Lower Division Major Electives</i>		
Choose from the following:		0-6
AFAM 2010	Intro-African American Studies	
ECON 2105	Principles of Macroeconomics	
ECON 2106	Principles of Microeconomics	
MATH 1401	Elementary Statistics	
PHIL 2010	Introduction to Philosophy	
PHIL 2030	Ethics/History/Cntmpry Persp	
PHIL 2040	Intro to Aesthetics	
POLS 2101	Intro to Political Science	
POLS 2401	Intro to Global Issues	
PSYC 2103	Intro to Human Development	
SOCI 1101	Introduction to Sociology	

SOCI 2293	Intro to Marriage & the Family	
SOCI 2420	Social Problems	
Upper Division Major Requirements		9
HIST 3001	Historiography	3
HIST 3110	Georgia History and Government	3
HIST 4850	Senior Thesis in History	3
Required Upper Division United States History Core		12
Select 4 courses from the following:		
HIST 3010	Intro to Public History	
HIST 3120	Establishment-US 1607-1800	
HIST 3125	The Age of Jefferson & Jackson	
HIST 3130	The Civil War Era	
HIST 3132	The Reconstruction Era	
HIST 3135	US-Gilded Age & Prog. Era	
HIST 3140	Themes-Twentieth Cen. US Hist.	
HIST 3170	U.S. History, 1914-1945	
HIST 3180	Modern America, 1945-present	
HIST 3245	History through Film	
HIST 3330	Business & Economic History	
HIST 3420	Fam. Hist. & Genealogical Res	
HIST 3450	U.S. Military History	
HIST 3700	U.S. Historical Geography	
HIST 4003	Women's History	
HIST 4004	Environmental History	
HIST 4020	History of the Old South	
HIST 4030	History of the New South	
HIST 4040	African American Hist. to 1877	
HIST 4050	African Am. Hist. since 1877	
HIST 4440	Introduction to Museums	
HIST 4450	Intro- Historical Preservation	
HIST 4800	Selected Topics in History	
HIST 4900	Independent Study-History	
HIST 4901	History Internship	
HIST 4902	Archival Internship II	
HIST 4903	History Practicum	
Required Upper Division World History Core		12
Choose 4 courses from the following:		
HIST 3210	Twentieth Century World	
HIST 3221	Colonial Latin America	
HIST 3223	Modern Latin America	
HIST 3225	Caribbean History	
HIST 3227	History of Mexico	
HIST 3230	History of Sub Sahara Africa	
HIST 3240	Spec. Topics in Hist-Mid. East	
HIST 3245	History through Film (relevant topics)	
HIST 3250	Pre-Modern East Asian History	
HIST 3255	Modern East Asian History	
HIST 3260	Pre-Modern South Asia History	
HIST 3265	Modern South Asian History	
HIST 3270	Pre-Modern Russian History	
HIST 3275	Modern Russian History	
HIST 3280	History of Middle East to 1800	

HIST 3285	History of Middle East-1800
HIST 3800	World Historical Geography
HIST 4110	Ancient Greece and Rome
HIST 4115	History of the Middle Ages
HIST 4150	Early Modern Europe
HIST 4160	Europe Since 1815
HIST 4250	History of World Religions
HIST 4800	Selected Topics in History
HIST 4900	Independent Study-History
HIST 4901	History Internship
HIST 4902	Archival Internship II

General History Concentration or Minor 15-21

History majors must select the General History Concentration or choose an approved minor in another discipline.

Choose 5-7 additional Upper Division (3000-4000 level) HIST courses.

Major Related Electives 6-12

Choose 6-12 hours from among 3000- or 4000-level courses from the following prefixes: ART, CMS, COMM, AFAM, ENGL, POLS, THEA, SPAN, FREN, PHIL, HUMN, MUSC, SOCI, PSYC, ECON, and WST.

Free Elective 3

Choose any course numbered 1000 or higher (except PHED, WLAB, or courses identified in the catalog as career or institutional credit courses).

Total Credit Hours 120

¹ Grades of C or better are required for all lower division HIST courses.

History, Minor

The objectives of the history minor are:

- To help prepare students for professional careers and advanced study in political science, law, teaching and a myriad of other public and private sector positions;
- To offer an opportunity for students to broaden their education and to pursue their interests in history but who choose to major in another discipline, perhaps completely unrelated to history;
- To provide students with a way of thinking about the human experience over time, to reason systematically, to examine critically the relationships among people and events, and to reach thoughtful judgments about human affairs;
- To offer Clayton State students in other major degree programs minor concentration course options similar to those provided at other system institutions with history four-year degree and minor programs.

Program Requirements

Code	Title	Credit Hours
Lower Division Requirements		6
HIST 2500	Historical Methods	3
HIST 2750	Critical Trends and Issues	3
Upper Division Electives		12
Choose four 3000-4000 level HIST courses (at least one course must be from Required Upper Division World History Core).		
Total Credit Hours		18

Philosophy, BA

The Philosophy major provides students with skills that will enhance their performance whatever their courses of study or career aims. The hallmark of philosophy is the attempt to think with rigor, clarity, and creativity about difficult and enduring questions: Who am I? What can I know? How should I act? In coming to understand and think philosophically about such questions, students learn to think more clearly and deeply about any question, enabling them to do whatever they choose to do, only better. Graduates often pursue careers in law, management, politics, business, social work, marketing, art, journalism, education, public administration, and religion. For those interested in advanced study, philosophy graduates are among the top scorers on graduate and professional admission exams (SAT, GRE, GMAT, MCAT).

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Philosophy degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
PHIL 2010	Introduction to Philosophy	3
PHIL 2030	Ethics/History/Cntmpry Persp	3
PHIL 2040	Intro to Aesthetics	3
Choose three 1000- or 2000-level classes from courses with the following designations: AFAM, ART, BIOL, CHEM, CMS, COMM, CRJU, ECON, EDUC, ENGL, FREN, HIST, HUMN, INTL, JOUR, MATH, MUSC, PARA, PHIL, PHYS, POLS, PSYC, SOSC, SOCI, SPAN, THEA, or WST		9
Upper Division Core Requirements		12
PHIL 3200	Ancient Philosophy	3
PHIL 3400	Medieval Philosophy	3
PHIL 3600	Modern Philosophy	3
PHIL 3800	Contemporary Philosophy	3
Upper Division Philosophy Electives		9
Select 3 courses from among the following:		
PHIL 4200	Philosophy of Religion	
PHIL 4800	Special Topics in Philosophy	
PHIL 4900	Directed Study (special permission is required)	
Upper Division Related Electives		39-48
Choose 13-16 courses with the following designations: AFAM, ART, BIOL, CHEM, CMS, COMM, CRJU, ECON, EDUC, ENGL, FREN, HIST, HUMN, INTL, JOUR, MATH, MUSC, PARA, PHIL, PHYS, POLS, PSYC, SOSC, SOCI, SPAN, THEA, or WST. ¹		
This category may be partially satisfied by completion of one of the following options:		
Law Concentration Option (p. 47)		
Ethics Concentration Option (p. 47)		
Minor in a separate discipline (https://catalog.clayton.edu/academic-catalog/arts-sciences/humanities/philosophy-ba/minor)		
Total Credit Hours		120

¹ Up to 18 hours of 1000- 2000 level non-core curriculum coursework may be applied here.

Option Requirements

Law Concentration Option

Code	Title	Credit Hours
Choose four from the following:		12
BLAW 3370	Intermediate Business Law	
CRJU 3100	Criminology	
CRJU 3110	Race and Crime	
CRJU 3410	Survey-Criminal Law/Procedures	
CRJU 3420	Constitutional Law	
CRJU 4200	Criminal Justice Ethics	
CRJU 4410	Comparative Criminal Justice	
CRJU 4424	Judicial Process	
CRJU/POLS 4426	Civil Liberties	
HIST 4004	Environmental History	
HSCI 3520	Legal Issues in Health Care	
PARA designated approved courses		
POLS 4420	Political Philosophy	
POLS 4421	Political Thought	
POLS 4422	African Amer Political Thought	
POLS 4425	Constitutional Law I: Institut	
POLS 4427	Equal Rights in America	
Total Credit Hours		12

Ethics Concentration Option

Code	Title	Credit Hours
Choose four from the following:		12
AFAM 3510	Black Feminist/Womanist Theory	
COMM 4510	Intercultural Communication	
CRJU 4200	Criminal Justice Ethics	
ENGL 3501	Multicultural Literature	
HIST 4040	African American Hist. to 1877	
HIST 4050	African Am. Hist. since 1877	
HIST 4003	Women's History	
HIST 4004	Environmental History	
HIST 4250	History of World Religions	
HSCI 3550	Ethical Issues in Health Care	
PSYC 3130	Social Psychology	
PSYC 3180	Multi-cultural Psychology	
PSYC 3300	Ethics & Professional Issues	
PSYC 4110	Psychology of Gender	
PSYC 4160	Death and Dying	
SOCI 3310	Race and Ethnicity	
SOCI 3320	Soc Inequality& Stratification	
SOCI 3030	Sociology of Religion	
WST 3410	U.S. Women of Color	
WST 3500	Feminist Theory	
Total Credit Hours		12

Option for Minor in Separate Discipline

Choose 15-21 credit hours specified by minor program.

Philosophy, Minor

The Philosophy minor will provide students with skills that will enhance their academic performance whatever their major course of study and whatever their career aim. The hallmark of philosophy is the attempt to think with rigor and clarity about difficult and enduring questions: Who am I? What can I know? How should I act? In coming to understand and think philosophically about such questions, students develop the ability to think more clearly and deeply about any question. So, the study of philosophy, in itself often abstract and theoretical, pays dividends of the most practical sort, enabling the student to do whatever s/he chooses to do, better. Moreover, the philosophy minor gives the student's academic record something distinctive, which is attractive to potential employers.

To fulfill a minor in Philosophy, students must complete a minimum of 18 semester hours of coursework with at least 9 hours of upper-division coursework. Students will choose from among 9 upper division courses and 3 lower division courses to complete the 18 hours required for the minor in Philosophy. Pre-requisites for the upper division courses will be CRIT 1101 Critical Thinking, ENGL 1101 English Composition I & ENGL 1102 English Composition II, and either PHIL 2010 Introduction to Philosophy, PHIL 2030 Ethics/History/Cntmpry Persp, or PHIL 2040 Intro to Aesthetics.

Program Requirements

Code	Title	Credit Hours
Lower Division Requirements		9
PHIL 2010	Introduction to Philosophy	3
PHIL 2030	Ethics/History/Cntmpry Persp	3
PHIL 2040	Intro to Aesthetics	3
Upper Division Courses		9
Choose three from the following:		
PHIL 3200	Ancient Philosophy	
PHIL 3400	Medieval Philosophy	
PHIL 3600	Modern Philosophy	
PHIL 3800	Contemporary Philosophy	
PHIL 4200	Philosophy of Religion	
PHIL 4800	Special Topics in Philosophy	
PHIL 4900	Directed Study	
Total Credit Hours		18

Spanish, BA

The degree program in Spanish is offered through an online collaborative of various University System of Georgia (USG) institutions: Clayton State University, the College of Coastal Georgia, and Valdosta State University. The program is offered primarily at a distance via the Georgia Online Virtual Enterprise Wide (GoView) system. Possible exceptions to fully online delivery would be face-to-face or hybrid classes offered by the consortium members or both other USG institutions.

The purpose of the Bachelor of Arts in Spanish is to produce graduates who are prepared to assume a variety of important roles in Georgia communities. The program provides a foundation of required Major courses, which includes Spanish conversation and composition, language, civilization, Spanish and Latin American literature, and applied Spanish courses for the professions. This approach allows students to develop areas of expertise that best meet the needs of their career

paths, including the critical need for Spanish-speaking professionals in business, industry, health care, law enforcement and public service. The program provides a focus on oral communication in professional settings, with opportunities for development of specialized vocabulary, analysis of the language used in professional settings, research in professional areas, and hands-on experiences in the community or abroad. These opportunities prepare students with an understanding of cultural factors affecting communication.

Program Requirements

All Spanish majors must have a C or higher in all Spanish classes.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Spanish degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
<i>Language Competence</i>		
Competence in Spanish through the intermediate level (i.e., SPAN 2002) is required, here, in Area C, or by competency assessment (e.g., CLEP). ¹		
<i>Elective Courses</i>		
Choose any 1000-2000 courses listed but not applied in Areas C or E.6-18		
Upper Division Major Requirements		36
SPAN 3000	Intermediate Grammar	3
SPAN 3010	Conversation and Composition	3
SPAN 3150	Civ and Culture of Spain	3
SPAN 3160	Civ and Culture, Lat. America	3
SPAN 3200	Intro to Lit. Studies in Span	3
SPAN 3250	Survey of Peninsular Lit.	3
or SPAN 3260	Survey of Lat. American Lit I	
SPAN 4010	Advanced Grammar	3
SPAN 4020	Advanced Conversation	3
SPAN 4900	Special Topics in Spanish	3
SPAN 3XXX/4XXX		6
ESOL 4010	Applied Linguistics for ESOL	3
Upper Division Spanish Electives		0-24
Choose 0-24 hours of the following:		
SPAN 3012	Applied Span Convers for Pros	
SPAN 3014	Lang, Culture, & Adv. Conv.	
SPAN 4110	Span Phonetics and Phonology	
SPAN 4220	Hispanic Women Writers	
SPAN 4240	Golden Age Spanish Lit	
SPAN 4250	Contemporary Spanish Lit	
SPAN 4260	Lat American Prose: The Novel	
SPAN 4270	Lat Amer Prose: Short Story	
SPAN 4500	Prof-related Prac/Study Abroad	
SPAN 4501	Research Proj., Span for Pros	
SPAN 4900	Special Topics in Spanish	
SPAN 4950	Directed Study	
SPAN 4970	Study Abroad Practicum	
SPAN 4980	Community Practicum	
Upper Division Related Electives		0-21

Choose up to 21 hours of 1000-2000 level, non-core curriculum coursework. This area may be satisfied by course work towards a major or minor in a separate discipline, including a second language.

Total Credit Hours 120

¹ If not used in Areas AE, these classes may include SPAN 1001 Elementary Spanish I, SPAN 1002 Elementary Spanish II, SPAN 2001 Intermediate Spanish I, SPAN 2002 Intermediate Spanish II.

Spanish, Minor

The Department of Humanities offers two minors in world languages: French and Spanish. These minors will enhance listening, oral, writing, and reading, speaking, and cultural expertise of students in the target language. They will supplement students' degrees in other programs offered at the University and in graduate school programs, they will help prepare students to engage effectively with the world in varied ways, and they will enhance students' career opportunities.

Program Requirements

Code	Title	Credit Hours
Lower Division Prerequisite		3
SPAN 2002	Intermediate Spanish II (with a C or better)	3
Upper Division Electives		12
Choose 12 hours from the following:		
SPAN 3000	Intermediate Grammar	
SPAN 3010	Conversation and Composition	
SPAN 3012	Applied Span Convers for Pros	
SPAN 3014	Lang, Culture, & Adv. Conv.	
SPAN 3150	Civ and Culture of Spain	
SPAN 3160	Civ and Culture, Lat. America	
SPAN 3200	Intro to Lit. Studies in Span	
SPAN 3250	Survey of Peninsular Lit.	
SPAN 3260	Survey of Lat. American Lit I	
SPAN 4010	Advanced Grammar	
SPAN 4020	Advanced Conversation	
SPAN 4110	Span Phonetics and Phonology	
SPAN 4220	Hispanic Women Writers	
SPAN 4240	Golden Age Spanish Lit	
SPAN 4250	Contemporary Spanish Lit	
SPAN 4260	Lat American Prose: The Novel	
SPAN 4270	Lat Amer Prose: Short Story	
SPAN 4500	Prof-related Prac/Study Abroad	
SPAN 4501	Research Proj., Span for Pros	
SPAN 4900	Special Topics in Spanish	
SPAN 4950	Directed Study	
Total Credit Hours		15

Department of Interdisciplinary Studies

General Information

Dr. Jason Davis, Chair

JasonDavis@clayton.edu (jasondavis@clayton.edu)

Mission and Goals

The Department of Interdisciplinary Studies offers unique programs that allow students to construct a curriculum using their prior knowledge to propel them to reach their personal, professional and educational goals. Our multifaceted department has multiple degrees that allow students to complete their degrees traditionally or through distance learning to adequately prepare students from diverse populations and geographical areas to compete in a rapidly changing workforce. As we prepare students for their career goals, we seek to provide a curriculum that cultivates and sustains a viable relationship between the academy and the community.

The Department of Interdisciplinary Studies is responsible for the following programs and courses:

- Bachelor of Science (BS) & AA/AS degrees in Integrative Studies.
- Bachelor of Arts (BA) degree in Liberal Studies
- Minor in Women's and Gender Studies
- Minor in African American Studies
- Minor in Aviation Administration
- Minor in Homeland Security/Emergency Management
- Bachelor of Applied Science (BAS) Administrative Management, Technology Management, and Homeland Security/Emergency Management
- Masters of Arts (MA) degree in Liberal Studies

Programs

Associate Programs

- Integrative Studies, AA (p. 52)
- Integrative Studies, AS (p. 53)

Baccalaureate Programs

- Administrative Management, BAS (p. 49)
- Homeland Security/Emergency Management, BAS (p. 51)
- Integrative Studies, BS (p. 53)
- Liberal Studies, BA (p. 54)
- Technology Management, BAS (p. 55)

Minor Programs

- African American Studies, Minor (p. 50)
- Aviation Administration, Minor (p. 51)
- Homeland Security/Emergency Management, Minor (p. 52)
- Women's and Gender Studies, Minor (p. 56)

Faculty

Christie H. Burton

Xueyu Cheng
Shannon M. Cochran
Jason Davis
Elnora Farmer
Vangela Humphries
Bryan T. LaBrecque
Michael M. Lindsay
Sheryne Southard
Marla R. Stewart

Administrative Management, BAS

The Bachelor of Applied Science in Administrative Management provides career advancement opportunities for individuals employed (or seeking employment) in a wide variety of corporate, business and office environments. Like all BAS programs, the Administrative Management major builds upon the technical education acquired through an associate degree in a career field. For the Administrative Management major, the associate degree or career courses should be in an office- or business related field, such as office administration, secretarial studies, merchandising, paralegal studies, or business data processing. We offer the following concentrations in the Administrative Management major: Applied Criminal Justice, Organizational Leadership, and General Studies.

Program Requirements

1. Student must have minimum overall GPA (as defined by Banner) of 2.0 at time of application
2. The student must satisfy one of the three career course requirements prior to being admitted to BAS program:
 - a. Must have an AAS or AAT (Career Associate Degree) from a regionally accredited college or university with 38 transferrable technical or career credit hours
 - OR
 - b. Must have at least 38 semester credit hours of professional/technical courses from a regionally accredited college or university with a grade of C or higher and 21 of these 38 hours must be in one professional/technical area. If the student has 30-37 professional/technical courses, he/she will need to take additional courses to satisfy the 38 hour requirement; the student's advisor will recommend appropriate courses.
 - OR
 - c. Must have at least 12 semester credit hours of military courses from the U.S. Military. If the student has less than the 38 transferrable technical/career/military courses, he/she will need to take additional courses to satisfy the 38 hour requirement; these courses can be satisfied from a combination of additional technical or career courses, military credit and/or lower division academic credit. The student's advisor will recommend appropriate courses. Please note that students cannot use lower division academic courses to satisfy both the block credit (38 hours) and core curriculum (Areas A-F) requirements. Therefore, students may need to take additional courses to satisfy their core curriculum requirements.

No grades of D in upper-division courses are allowed in the Administrative Management major. Grades of D are also prohibited in certain lower-division courses that are used for upper division course exemptions (see notes regarding TECH 3111 Applied Economics and TECH 3112 Applied Accounting). Upper-division courses are all courses other than those of Areas A through E of the core curriculum and Lower Division

Career Courses. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the BAS Administrative Management degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Career Courses		38
Program specific courses are taken as part of the career associate degree at Clayton State University or another institution.		
Upper Division Major Requirements		16
<i>Required in All Concentrations</i>		
ENGL 3900	Professional & Tech. Writing or COMM 3300 Interpersonal Communication	3
TECH 3101	Supervision for the Workplace	3
TECH 3104	Ethics for Adm and Tech Mgrs	3
TECH 3111	Applied Economics ¹	3
TECH 4115	Global Technology	3
TECH 4850	Seminar in Adm and Tech Mgmt	1
<i>Choose one concentration from the following:</i>		24
Organizational Leadership (p. 50)		
General Studies (p. 50)		
Applied Criminal Justice (p. 50)		
Total Credit Hours		120

¹ Students with credit for ECON 2105 Principles of Macroeconomics-ECON 2106 Principles of Microeconomics may exempt this course and take an additional upper division related elective.

Concentration Requirements

Organizational Leadership

Code	Title	Credit Hours
TECH 3112	Applied Accounting ¹	3
TECH 3115	Legal Issues-Admin./Tech. Man.	3
TECH 3160	Technology Entrepreneurship	3
TECH 4101	Human Resources for Admin/Tech	3
TECH 4111	Leadership-Admin./Tech.	3
Subtotal		15
Related Electives (Select two)		6
Any AVIA 3000-4000 level course (no duplication)		
FINA 3100	Personal Financial Management	
HMSV 3010	Intro to Human Services	
HCMG 3101	Intro to Health Systems Mgmt.	
HFMG 3110	Personal Health & Wellness	
MGMT 3101	Mgmt. Prin. & Org. Behavior	
MGMT 3520	Negotiation and Conflict Mgmt.	
MKTG 3100	Personal Marketing	
MKTG 3101	Principles of Marketing	
TECH 3113	Survey-Statistical Meths-Tech.	
TECH 4800	Selected Topics in Tech Mgmt	
Subtotal		6

Free Elective	
Choose any upper division 3000- or 4000-level course.	3
Subtotal	3
Total Credit Hours	24

¹ Students with credit for ACCT 2101 Principles of Financial Acct.-ACCT 2102 Principles Managerial Acct. may exempt this course and take an additional upper division related elective.

General Studies

Code	Title	Credit Hours
Upper Division Electives Requirements		
Take seven 3000-4000 courses (21 hours) with one of the following prefixes: TECH, AVIA, HSEM, CRJU, MKTG, MGMT, FINA, HMSV, HFMG ¹		21
Subtotal		21
Free Elective		
Choose any upper division (3000 or 4000) level course.	3	
Subtotal	3	
Total Credit Hours	24	

¹ No more than 2 classes (6 hours) can come from any one prefix.

Applied Criminal Justice

Code	Title	Credit Hours
CRJU 3100	Criminology	3
CRJU 3300	Corrections	3
CRJU 3410	Survey-Criminal Law/Procedures	3
CRJU 3400	Courts in the United States	3
CRJU 3200	Law Enforcement	3
Subtotal		15
Related Electives		
Choose two of the following:		6
Any CRJU 3000-4000 level course (no duplication)		
Any HSEM 3000-4000 level course		
Any TECH 3000-4000 level course		
POLS 4424	Judicial Process	
POLS 4425	Constitutional Law I: Institut	
Subtotal		6
Free Elective		
Choose any upper division (3000-4000) level course.	3	
Subtotal	3	
Total Credit Hours	24	

African American Studies, Minor

The African American (AFAM) Studies minor is an interdisciplinary program of coursework designed to expose students to the culture, literature, art, music, psychology, sociology, religion and the health issues of Africa and the African Diaspora.

The program, through a multidisciplinary approach, focuses on the experiences of the descendants of Africa. It encourages the global connection between Africa and America through the culture of African Americans. Through this interdisciplinary approach, students will

enhance their communication skills, oral and written, and critical thinking skills.

To fulfill a minor in AFAM at CSU, students must complete 18 hours of AFAM coursework. There are 2 required courses for the AFAM minor, AFAM 2010 Intro-African American Studies and AFAM 2050 AFAM Intellectuals. Students will take an additional 12 hours of AFAM courses drawn from the list below.

Program Requirements

Code	Title	Credit Hours
Required Courses		6
AFAM 2010	Intro-African American Studies	3
AFAM 2050	AFAM Intellectuals	3
Upper Division Electives		12
Choose 12 hours from the following:		12
Any 3000-4000 level AFAM course		
CRJU 3110	Race and Crime	
ENGL 3410	African American Literature I	
ENGL 3420	African American Literature II	
ENGL 3510	Caribbean Literature	
HIST 3225	Caribbean History	
HIST 3230	History of Sub Sahara Africa	
HIST 3240	Spec. Topics in Hist-Mid. East	
HIST 4040	African American Hist. to 1877	
HIST 4050	African Am. Hist. since 1877	
POLS 3388	African American Politics	
POLS 4453	Politics of Africa	
PSYC 3170	Psych. of African-American Exp	
SOCI 3310	Race and Ethnicity	
THEA 4520	African-American Theatre	
Total Credit Hours		18

Courses taken in Area F or as upper division major electives (allowable by major) may be counted as coursework in the AFAM minor. Please note that all courses listed here are offered in rotation in their home departments.

Aviation Administration, Minor

The aviation administration minor will offer Clayton State University students - in other major degree programs - course options that introduce them to key topics within the aviation industry, from an administrative perspective. Topics include safety, security, scheduling, planning, operations and leadership. In order to graduate with a formal minor that will be noted on the student's permanent record, the student must complete the requirements for the specific minor as stipulated in the CSU catalog. The major advisor is responsible for reviewing a student's progress in the minor. Students must submit to the Office of the Registrar a minor application along with the degree graduation application by the published graduation application deadline. Minors may only be awarded in conjunction with a baccalaureate degree. Minors will not be awarded after the baccalaureate degree has been posted to the academic transcript.

Program Requirements

Code	Title	Credit Hours
Upper Division System-Specific Courses		18
AVIA 3120	Fleet Planning and Scheduling	3
AVIA 3130	Leadership in the Aviation Ind	3
AVIA 3140	Aviation Safety	3
AVIA 4120	Intro to Airport Operations	3
AVIA 4130	Aviation Labor Relations	3
HSEM 3000	Homeland Security	3
Total Credit Hours		18

- All courses must be completed with a grade of C or better.
- Courses used to fulfill area A-E in core curriculum cannot be applied to the minor

Homeland Security/Emergency Management, BAS

The Bachelor of Applied Science in Homeland Security/Emergency Management degree programs provides career education and training for individuals seeking to pursue careers and graduate degrees in the areas of Homeland Security and Emergency Management. This program also will provide the training and knowledge necessary to prepare individuals for positions of leadership and management in this emerging field of national importance.

The U.S. Department of Homeland Security has identified the following Federal agencies with missions directly related to national security and readiness for emergencies. These include the following:

- The United States Coast Guard
- Customs and Border Protection
- the Federal Emergency Management Agency
- the Federal Law Enforcement Training Center
- U.S. Citizenship and Immigration Services
- U.S. Immigration and Customs Enforcement
- the Federal Protective Service
- the United State Secret Service
- the Transportation Security Administration
- the Management Directorate
- the Sciences and Technology Directorate
- the National Protection and Programs Directorate
- the Office of Intelligence and Analysis

In addition, many major national and international corporations have developed security and emergency management divisions and operations that offer extensive employment opportunities.

Program Requirements

1. Student must have minimum overall GPA (as defined by Banner) of 2.0 at time of application
2. The student must satisfy one of the three career course requirements prior to being admitted to BAS program:
 - a. Must have an AAS or AAT (Career Associate Degree) from a regionally accredited college or university with 38 transferrable technical or career credit hours

OR

- b. Must have at least 38 semester credit hours of professional/technical courses from a regionally accredited college or university with a grade of C or higher and 21 of these 38 hours must be in one professional/technical area. If the student has 30-37 professional/technical courses, he/she will need to take additional courses to satisfy the 38 hour requirement; the student's advisor will recommend appropriate courses.

OR

- c. Must have at least 12 semester credit hours of military courses from the U.S. Military. If the student has less than the 38 transferrable technical/career/military courses, he/she will need to take additional courses to satisfy the 38 hour requirement; these courses can be satisfied from a combination of additional technical or career courses, military credit and/or lower division academic credit. The student's advisor will recommend appropriate courses. Please note that students cannot use lower division academic courses to satisfy both the block credit (38 hours) and core curriculum (Areas A-F) requirements. Therefore, students may need to take additional courses to satisfy their core curriculum requirements.

No grades of D in upper-division courses are allowed in the Homeland Security/Emergency Management major. Grades of D are also prohibited in certain lower-division courses that are used for upper division course exemptions (see notes regarding TECH 3111 Applied Economics and TECH 3112 Applied Accounting). Upper-division courses are all courses other than those of Areas A through E of the core curriculum and Lower Division Career Courses. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p. 42)		42
All Core Curriculum requirements for the BAS Homeland Security/Emergency Management degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Career Courses		38
Program specific courses are taken as part of the career associate degree at Clayton State University or another institution.		
Upper Division Major Requirements		34
<i>Bachelor of Applied Science Foundation Courses</i>		
ENGL 3900	Professional & Tech. Writing	3
or COMM 3300 Interpersonal Communication		
TECH 3101	Supervision for the Workplace	3
TECH 3104	Ethics for Adm and Tech Mgrs	3
TECH 3111	Applied Economics ¹	3
TECH 4115	Global Technology	3
TECH 4850	Seminar in Adm and Tech Mgmt	1
<i>Upper Division HSEM Foundation Requirements</i>		
HSEM 3000	Homeland Security	3
HSEM 3003	Emergency Management	3
Any HSEM 3000-4000 level course (no duplication)		3
Any HSEM 3000-4000 level course (no duplication)		3
Any HSEM 3000-4000 level course (no duplication)		3
Any HSEM 3000-4000 level course (no duplication)		3

Upper Division Related Elective		6
Choose two from the following:		
HIST 4250	History of World Religions	
Any HSEM 3000-4000 level course		
Any AVIA 3000-4000 level course		
Any TECH 3000-4000 level course		
Any POLS 3000-4000 level course		
Total Credit Hours		120

- ¹ Students with credit for ECON 2105 Principles of Macroeconomics and ECON 2106 Principles of Microeconomics may exempt this course and take an additional upper division related elective. A grade of C or higher is necessary for both courses.

Homeland Security/Emergency Management, Minor

The Homeland Security/Emergency Management minor offers Clayton State University students who major in another field the opportunity to better understand and prepare for careers in a relevant and emerging field of community and national service. Also, the minor in HSEM provides the basic knowledge necessary to pursue graduate studies in this field. In order to graduate with a formal minor that will be noted on the student's permanent record, the student must complete the requirements for the specific minor as stipulated in the online CSU catalog. The major advisor is responsible for reviewing a student's progress in the minor. Students must submit to the Office of the Registrar a minor application along with the degree graduation application by the published graduation application deadline. Minors may only be awarded in conjunction with a baccalaureate degree. Minors will not be awarded after the baccalaureate degree has been posted to the academic transcript.

Program Requirements

Code	Title	Credit Hours
Required Courses		6
HSEM 3000	Homeland Security	3
HSEM 4700	Legal Issues in HSEM	3
Upper Division Electives		12
Choose 12 hours from the following:		
HSEM 3003	Emergency Management	
HSEM 3500	Counter Terrorism	
HSEM 4000	Research in Homeland Security	
HSEM 4098	Internship in HSEM	
HSEM 4500	Disaster Planning & Response	
HSEM 4600	Intelligence & Analysis	
HSEM 4700	Legal Issues in HSEM	
HSEM 4710	BioDefense	
Total Credit Hours		18

Integrative Studies, AA

The Associate of Arts in Integrative Studies program provides the opportunity for a student to work with an advisor to design a curriculum that meets the student's career and educational needs. This flexibility enables students to develop academic programs that meet the ever-changing requirements of the world of work. An Associate of Arts in

Integrative Studies can also be designed to prepare students for Clayton State University's Bachelor of Arts in Liberal Studies.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Liberal Studies degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
<i>Humanities</i>		
Choose any 1000- or 2000-level courses with the following prefixes: AFAM, ART, CMS, COMM, ENGL, FREN, HIST, MUSC, PHIL, SPAN, THEA, and WST.	3	
<i>Social Sciences</i>		
Choose any 1000- or 2000-level courses with the following prefixes: AFAM, CRJU, ECON, EDUC, LGST, POLS, PSYC, SOCI, and WST.	3	
<i>Area Major Courses</i>		
Choose courses from Area F of any major that have not been used to satisfy Core Curriculum category requirements.	12	
Total Credit Hours		60

Integrative Studies, AS

The Associate of Science in Integrative Studies program provides the opportunity for a student to work with an advisor to design a curriculum that meets the student's career and educational needs. This flexibility enables students to develop academic programs that meet the ever-changing requirements of the world of work. An Associate of Science in Integrative Studies can also be designed to prepare students for a Bachelor's degree in certain disciplines if Area F coursework follows the required courses for Area F of any major.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Integrative Studies degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
Courses applied in this category cannot also satisfy Core Curriculum category requirements of Area A-E. Coursework varies depending on student's academic areas of study. Students should consult with their advisor to design a plan of coursework.		
Total Credit Hours		60

Integrative Studies, BS

The Integrative Studies program provides the opportunity for a student to work with an advisor to design a curriculum that meets the student's career and educational needs. This flexibility enables students to develop academic programs that meet the ever-changing requirements of the world of work. A Bachelor of Science in Integrative Studies can also be designed to prepare students for graduate school in certain disciplines and professions.

Admission and Readmission Requirements

Before beginning upper-division study in Integrative Studies, applicants must:

1. Have completed 45 semester credit hours;
2. Have completed ENGL 1101 English Composition I and ENGL 1102 English Composition II with a grade of A, B, C, or K.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Integrative Studies degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
Courses applied in this category cannot also satisfy Core Curriculum category requirements of Area A-E. Coursework varies depending on student's academic areas of study.		
Upper Division Required Courses		6
INTE 3901	Integ Studies Practicum/Intern	3
INTE 4500	Integrative Studies Capstone (students will complete this course during their senior year)	3
Upper Division Area Major Courses		39
Courses applied in this category will vary depending on student's academic area of study. No more than 18 hours of 1000-2000 level coursework may be applied to this category, including lower-level courses for applicable Minors. ¹		
Concentration/Minor Courses		15
The Bachelor of Science in Integrative Studies requires students to complete a concentration of five (5) upper division (3000-4000 level) courses in a single disciplinary area or specified concentration such as the following: ²		
Cultural Studies – ART/AFAM/CMS/ENGL/FREN/HLTH/MUSC/PHIL/PSYC/SPAN/SOCI/WST		
Fine Arts Performance – ARTS/DANC/MUSC/THEA		
Health and Discovery – BIOL/CHEM/HCMG/HLTH/HFMG/HSCI//PHYS		
Helping Professional – COMM/EDUC/ENGL/HMSV/LGST/PARA/PSYC/SOCI/SOSC		
Organizational Enterprise – ENGL/COMM/CMS/JOUR/MGMT/MKTG		
Social Justice and Corrections – CRJU/HIST/HSEM/LGST/PARA/POLS/PSYC/SOCI/SOSC		
Technology and Information Sciences – CSCI/HCMG/ITFN/MATH/TECH		
Workforce Leadership – AVIA/BUSA/BLAW/FINA/HCMG/HSEM/MGMT/MKTG/TECH/SCML		
Total Credit Hours		120

- 1

No more than two grades of D are applied in this category. 1000 and/or 2000 level courses applied in this section are included in this restriction. A grade of C or higher is required in all INTE courses. Students may take up to 9 hours of Internships (e.g. INTE 3901 Integ Studies Practicum/Intern,INTE 3902 Integ Studies Practicum/ Intern,INTE 3903 Integ Studies Practicum/Intern), but students may only register for one internship per semester. Additional terms of internship will be applied in this upper division section.
- 2

Students may also obtain the Bachelor of Science in Integrative Studies degree by completing a Minor in discipline other than those housed in Arts and Sciences (e.g. HFMG/SCML). Minors applicable to Integrative Studies require 18 hours of coursework and the additional 3 credit hour course will apply in the Upper-Division Area Major Courses section.
Completing courses in a single disciplinary area, specified concentrations, or declaring a minor will allow students to claim a strong knowledge base in an area of their choice, while helping them move towards achievement of their academic and career goals.

Courses with the following prefixes will not apply towards the BS in Integrative Studies: AVEL, AVMT, CAPL, CITZ, CNET, DHYG, DSGN, ELEC, EMS, FSMD, HDSK, INET, MEDA, MKMC, OMED, SUPR, TECH (Upper-division OFFC and TECH courses will apply), TELE and WCOM.

Other courses which do not apply: CCSU, PHED, Learning Support courses, WLAB and courses designed specifically for other majors (exceptions: approval of the Department Chair).

Other Program-Specific Graduation Requirements

1. A minimum of 42 hours must be completed in upper-division courses.
2. All INTE courses must be taken in residence at Clayton State.
3. A grade of C or higher is required in all INTE courses.
4. Up to 9 hours of Cross-Registration in the Atlanta Regional Consortium for Higher Education, study abroad, or distance learning may be counted as in-residence if the courses are approved in advance as part of the student's Integrative Studies program of study.

Liberal Studies, BA

The Bachelor of Arts in Liberal Studies program provides the opportunity for a student to work with an advisor to design a curriculum that meets the student's career and educational needs. This flexibility enables students to develop academic programs that meet the ever-changing requirements of the world of work. A Bachelor of Arts in Liberal Studies can also be designed to prepare students for graduate school in Clayton State University's Master of Arts in Liberal Studies.

Admission and Readmission Requirements

Before beginning upper-division study in Liberal Studies, applicants must:

1. Have completed 45 semester credit hours;
2. Have completed ENGL 1101 English Composition I and ENGL 1102 English Composition II with a grade of A, B, C, or K.

Program Requirements

No more than two grades of D in upper-division courses are allowed in the Liberal Studies major. Upper-division courses are all courses other than

those of Areas A through F. 1000- or 2000-level courses used in the upper division are included in this restriction. A grade of C or higher is required in all BALS courses.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Liberal Studies degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
Humanities		
Choose any 1000- or 2000-level courses with the following prefixes: AFAM, ART, CMS, COMM, ENGL, FREN, HIST, MUSC, PHIL, SPAN, THEA, and WST.		3
Social Sciences		
Choose any 1000- or 2000-level courses with the following prefixes: AFAM, CRJU, ECON, EDUC, LGST, POLS, PSYC, SOCI, and WST.		3
Area Major Courses		
Courses from Area F of any major that have not been used to satisfy other Core Curriculum category requirements.		12
Upper Division Required Courses		6
BALS 3901	Liberal Studies Internship ¹	3
BALS 4500	Liberal Studies Capstone ²	3
Upper Division Area Major Courses		54
Choose a minor program and additional courses as necessary. ³		
Total Credit Hours		120

- 1

Students may take up to 9 hours Internships (e.g. BALS 3901 Liberal Studies Internship, BALS 3902 Liberal Studies Internship, BALS 3903 Liberal Studies Internship), but students may only register for one internship per semester. Additional terms of BALS 3901 Liberal Studies Internship will be applied in the upper division.
- 2

Students will complete this course during their senior year.
- 3

The Bachelor of Arts in Liberal Studies requires students to complete a Clayton State minor program in Arts & Sciences (African American Studies, Art, Aviation Administration, Biology, Chemistry, Communication & Media Studies, Corporate Communication, Criminal Justice, Dance, Education Specialties, English, Film, Forensic Science, French, History, Homeland Security/Emergency Management, Legal Studies, Music, Philosophy, Physics, Political Science, Psychology, Social Work, Sociology, Spanish, Theatre, Women's and Gender Studies).
Additional courses may be drawn from any field, but must be in the student's advised program of study.
If a student completes multiple minors, in order to obtain a BALS, the primary minor must be in the College of Arts and Sciences. Fulfilling the requirements for a minor enables students to claim a minor area of expertise as they move toward achieving career and academic goals. No more than 18 hours of 1000-2000 level coursework may be applied to this category.
Courses designed for the BAS degrees may not fulfill requirements: AVEL, AVMT, CAPL, CITZ, CNET, DSGN, ELEC, EMS, HDSK, MKMC, OFFC, SUPR, and TECH. Other courses which do not apply: CCSU, PHED, Learning Support courses, WLAB and courses designed specifically for other majors.

Other Program-Specific Graduation Requirements

1. A minimum of 42 hours must be completed in upper-division courses.
2. All BALS courses must be taken in residence at Clayton State.
3. A grade of C or higher is required in all BALS courses.
4. Up to 9 hours of Cross-Registration in the Atlanta Regional Consortium for Higher Education, study abroad, or distance learning may be counted as in-residence if the courses are approved in advance as part of the student's Liberal Studies program of study.

Technology Management, BAS

The Bachelor of Applied Science in Technology Management provides career advancement opportunities for individuals employed (or seeking employment) in a wide variety of plant and corporate settings. Like all BAS programs, the Technology Management major builds upon the technical education acquired through an associate degree in a career field. For the Technology Management major, the associate degree or career courses should be in aviation, computer networking, or business-related field. We offer the following concentrations in the Technology Management Major: Aviation Administration, Computer Networking, and Project Supervision.

Program Requirements

1. Student must have minimum overall GPA (as defined by Banner) of 2.0 at time of application
2. The student must satisfy one of the three career course requirements prior to being admitted to BAS program:
 - a. Must have an AAS or AAT (Career Associate Degree) from a regionally accredited college or university with 38 transferrable technical or career credit hours

OR

 - b. Must have at least 38 semester credit hours of professional/technical courses from a regionally accredited college or university with a grade of C or higher and 21 of these 38 hours must be in one professional/technical area. If the student has 30-37 professional/technical courses, he/she will need to take additional courses to satisfy the 38 hour requirement; the student's advisor will recommend appropriate courses.

OR

 - c. Must have at least 12 semester credit hours of military courses from the U.S. Military. If the student has less than the 38 transferrable technical/career/military courses, he/she will need to take additional courses to satisfy the 38 hour requirement; these courses can be satisfied from a combination of additional technical or career courses, military credit and/or lower division academic credit. The student's advisor will recommend appropriate courses. Please note that students cannot use lower division academic courses to satisfy both the block credit (38 hours) and core curriculum (Areas A-F) requirements. Therefore, students may need to take additional courses to satisfy their core curriculum requirements.

No grades of D in upper-division courses are allowed in the Technology Management major. Grades of D are also prohibited in certain lower-division courses that are used for upper-division course exemptions (see notes regarding TECH 3111 Applied Economics and TECH 3112 Applied Accounting). Upper-division courses are all courses other than those of

Areas A through E of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the BAS Technology Management degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Career Courses		38
Program specific course are taken as part of the career associate degree at Clayton State University or another institution.		
Upper Division Major Requirements		16
Required courses in all concentrations		
ENGL 3900	Professional & Tech. Writing	
or COMM 3300	Interpersonal Communication	
TECH 3101	Supervision for the Workplace	
TECH 3104	Ethics for Adm and Tech Mgrs	
TECH 3111	Applied Economics	
TECH 4115	Global Technology	
TECH 4850	Seminar in Adm and Tech Mgmt	
Concentrations		40
Choose one of the following concentrations:		
Project Supervision Concentration (p. 55)		
Aviation Administration Concentration (p. 56)		
Film Production Administration Concentration (p. 56)		
Total Credit Hours		120

Concentration Requirements

Project Supervision Concentration

Code	Title	Credit Hours
TECH 3102	Quality Issues in Tech.	3
TECH 3112	Applied Accounting ²	3
TECH 3113	Survey-Statistical Meths-Tech.	3
TECH 3115	Legal Issues-Admin./Tech. Man.	3
TECH 4101	Human Resources for Admin/Tech	3
Related Electives (Select two courses)		6
Any AVIA 3000-4000 level course (no duplication)		
FINA 3100	Personal Financial Management	
HMSV 3010	Intro to Human Services	
HCMG 3101	Intro to Health Systems Mgmt.	
HFMG 3110	Personal Health & Wellness	
MGMT 3101	Mgmt. Prin. & Org. Behavior	
MGMT 3520	Negotiation and Conflict Mgmt.	
MKTG 3101	Principles of Marketing	
MKTG 3100	Personal Marketing	
TECH 3160	Technology Entrepreneurship	
TECH 3713	Work & Society	
TECH 4098	Internship	
TECH 4111	Leadership-Admin./Tech.	
TECH 4800	Selected Topics in Tech Mgmt	
TECH 3713	Work & Society	

Free Elective	
Choose any upper division 3000- or 4000-level course.	3
Total Credit Hours	40

- ¹ Students with credit for ECON 2105 Principles of Macroeconomics-ECON 2106 Principles of Microeconomics may exempt this course and take an additional upper division related elective. A grade of C or better is necessary in both courses
- ² Students with credit for ACCT 2101 Principles of Financial Acct.-ACCT 2102 Principles Managerial Acct. may exempt this course and take an additional upper division related elective. A grade of C or better is necessary in both courses.

Aviation Administration Concentration

Code	Title	Credit Hours
AVIA 3120	Fleet Planning and Scheduling	3
AVIA 3130	Leadership in the Aviation Ind	3
AVIA 4120	Intro to Airport Operations	3
AVIA 4130	Aviation Labor Relations	3
TECH 3112	Applied Accounting ²	3
TECH 3115	Legal Issues-Admin./Tech. Man.	3

Related Electives

Choose one from the following:		3
AVIA 3140	Aviation Safety	
FINA 3100	Personal Financial Management	
MGMT 3101	Mgmt. Prin. & Org. Behavior	
MGMT 3520	Negotiation and Conflict Mgmt.	
MKTG 3100	Personal Marketing	
MKTG 3101	Principles of Marketing	
TECH 3113	Survey-Statistical Meths-Tech.	
TECH 3160	Technology Entrepreneurship	
TECH 4098	Internship	
TECH 4101	Human Resources for Admin/Tech	
TECH 4111	Leadership-Admin./Tech.	
TECH 4800	Selected Topics in Tech Mgmt	
TECH 3713	Work & Society	

Free elective	
Choose any 3000- or 4000-level course.	3
Total Credit Hours	40

- ¹ Students with credit for ECON 2105 Principles of Macroeconomics-ECON 2106 Principles of Microeconomics may exempt this course and take an additional upper division related elective. A grade of C or better is necessary in both courses
- ² Students with credit for ACCT 2101 Principles of Financial Acct.-ACCT 2102 Principles Managerial Acct. may exempt this course and take an additional upper division related elective. A grade of C or better is necessary in both courses.

Film Production Administration Concentration

Code	Title	Credit Hours
CMS 3410	Lighting for Motion Pictures	3
CMS 3420	Audio Recording & Sound Design	3
CMS 4410	Digital Video Production	3

CMS 4450	Digital Video Post-Production	3
TECH 3115	Legal Issues-Admin./Tech. Man.	3

Related Electives

Choose two from the following:		6
CMS 3400	Communication Law	
CMS 3820	Screenwriting	
CMS 4310	Film Analysis and Criticism	
CMS 4490	Modes of Video Production I	
FINA 3100	Personal Financial Management	
MGMT 3101	Mgmt. Prin. & Org. Behavior	
MKTG 3100	Personal Marketing	
MKTG 3101	Principles of Marketing	
TECH 3112	Applied Accounting ³	
TECH 3113	Survey-Statistical Meths-Tech.	
TECH 3160	Technology Entrepreneurship	
TECH 4101	Human Resources for Admin/Tech	
TECH 4111	Leadership-Admin./Tech.	
TECH 4800	Selected Topics in Tech Mgmt	
TECH 3713	Work & Society	

Free Elective

Choose any upper division 3000-4000 level course.	3
Total Credit Hours	40

- ¹ Students with credit for Principles of Macroeconomics (ECON 2105 Principles of Macroeconomics) **and** Principles of Microeconomics (ECON 2106 Principles of Microeconomics) may **replace** TECH 3111 Applied Economics with an **additional upper division related elective**. A grade of C or better is necessary in both courses.
- ² Students will be required to take CMS 2100 Introduction to Film and CMS 2410 Digital Imaging I as prerequisites for many CMS classes.
- ³ Students with credit for ACCT 2101 Principles of Financial Acct. and ACCT 2102 Principles Managerial Acct. may replace TECH 3112 Applied Accounting with an additional upper division related elective. A grade of C or better is necessary in both courses.

Women's and Gender Studies, Minor

Women's and Gender Studies (WST) at CSU integrates social science, science and humanistic approaches by using women's experience and feminist theory to analyze themes in the humanities, fine arts, social sciences, and natural sciences. WST further emphasizes the interdisciplinary study of women and gender, and an inclusive study of women that acknowledges differences such as race, class, sexuality, and national belonging. WST is designed to develop students' skills of critical thinking and reading, communication and analysis, writing and research, imagination and creative expression. WST promotes the study of intersections of gender and sexuality with race, ethnicity and nationality in comparative and global contexts. By considering a variety of controversial issues from different perspectives, it encourages critical reading, writing and thinking. Students develop their skills in oral and written expression. WST courses emphasize women's past and present roles in culture, society, politics, economy, family, leadership and the arts and sciences. They offer various theoretical approaches to topics such as the representation of gender, women and the state, psychology of women, gender and language and women in global issues.

To fulfill a minor in WST at CSU, students must complete 18 hours of WST coursework. There are 2 required courses for the WST minor, WST 2010 Intro to Women's Studies and WST 3500 Feminist Theory.

Program Requirements

Code	Title	Credit Hours
Required Courses		6
WST 2010	Intro to Women's Studies	3
WST 3500	Feminist Theory	3
Upper Division WST Electives		12
Choose six from the following:		
AFAM/WST 3510	Black Feminist/Womanist Theory	
ENGL 3300	Women and Literature	
POLS 3382	Women and Politics	
HLTH 3401	Contemporary Women's Health	
WST 3410	U.S. Women of Color	
HLTH 3501	The AIDS Epidemic	
CMS 3810	Women and Popular Culture	
HIST 4003	Women's History	
PSYC 4110	Psychology of Gender	
CMS 4320	Women and Film	
MGMT 4250	Women in Leadership	
WST 4800	Special Topics in WST	
ENGL 4810	Special Topics in Women & Lit.	
CMS 4810	Women and the Arts	
Total Credit Hours		18

Courses taken in Area F or as upper division major electives (allowable by major) may be counted as coursework in the WST minor. Please note that all courses listed here are offered in rotation in their home departments.

Department of Psychology

General Information

Dr. Antoinette Miller, Interim Chair

AntoinetteMiller@clayton.edu

Mission and Goals

The Mission of the Department of Psychology is to provide an innovative blend of theory, research, and application that prepares students for immediate employment and graduate school. Excellence in instruction, preparation for working with diverse populations, and a focus on ethics are hallmarks of our programs.

Programs

Baccalaureate Program

- Psychology and Human Services, BS (p. 57)
- Psychology and Human Services, BS (online option) (p. 58)

Minor Program

- Psychology, Minor (p. 59)

Faculty

Eric M. Bridges
 Pearl S. Chang
 Mark Daddona
 Deborah F. Deckner-Davis
 Catherine G. Deering
 Erica J. Gannon
 Nichelle Gause
 Brian M. Goldman
 Christina M. Grange
 Pinar Gurkas
 Charlie L. Harris
 Chizara A. Jones
 Samuel J. Maddox
 Antoinette Miller
 J. Celeste Walley-Jean
 Eckart Werther

Psychology and Human Services, BS

The Bachelor of Science (BS) degree program in Psychology and Human Services is firmly grounded in the discipline of psychology while also stressing realistic career opportunities in human services fields for graduates. The curriculum design allows students to explore an academic and experiential environment that prepares them for careers in diverse areas of the helping professions. The program also prepares students for graduate work in psychology, counseling, social work, and related fields.

Program Requirements

No more than two grades of D in upper-division courses are allowed in the Psychology major. Upper-division courses are all courses other than those of Areas A through F. 1000- or 2000- level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Psychology degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Requirements (Area F) ¹		18
<i>Required Courses</i>		
PSYC 1101	Intro to General Psychology (with a grade of "C" or above)	3
PSYC 2110	Psychology in the Workforce (with a grade of "C" or above)	3
PSYC 2103	Intro to Human Development (with a grade of "C" or above)	3
<i>Major Options</i>		
Choose three additional 1000/2000 level courses. This excludes the following: (1) PHED activity, 1000 level HFMG, TECH and MSL courses; (2) courses offered for institutional credit only; and (3) career program courses not specifically approved in advance. ²		9
Upper Division Major Requirements ³		24
PSYC 3300	Ethics & Professional Issues	3
HMSV 3010	Intro to Human Services	3
PSYC 3100	Interpersonal Comm & Helping	3

PSYC 3180	Multi-cultural Psychology	3
PSYC 3520	Theories of Personality	3
PSYC 3130	Social Psychology	3
PSYC 3350	Abnormal Psychology	3
PSYC 3560	Research Methods-Psychology (with a grade of "C" or above)	3
Upper Division Major Electives		18
Select 6 upper division (3000-4000) level PSYC or HMSV courses ^{3, 4, 5}		
Related Electives		15
Choose 15 hours of 1000-4000 level courses. ⁶		
Internship Requirement		3
PSYC 4490	Internship/Practicum in Psych.	3
Required Capstone Experience		0
PSYC 4999	Senior Evaluation	0
Total Credit Hours		120

¹ Please note that no more than 12 total hours in Area F may be PSYC courses. IF MATH 1401 Elementary Statistics is not completed in D2, F, or as a related elective, PSYC 2105 Statistics for Psychology MUST be completed with a "C" or above as a psychology elective in either area F or as an upper division psychology elective. If students complete MATH 1401 Elementary Statistics to meet the Department of Psychology statistics requirement, it must be completed with a "C" or above.

² Courses in the following areas are encouraged: foreign language, sociology, anthropology, philosophy, statistics and biological science.

³ No more than two grades of D in upper-division courses are allowed in the Psychology major. Upper-division courses are all courses other than those of Areas A through F. 1000- or 2000-level courses used in the upper division are included in this restriction.

⁴ PSYC 2105 Statistics for Psychology **must** be selected if not taken in Area F or if MATH 1401 Elementary Statistics has not been taken in another area.

⁵ No more than 2 selected topics may be taken in this area. For example, you may not take PSYC 3801 Selected Topics I, PSYC 3802 Selected Topics II, PSYC 4801 Selected Topics III, AND PSYC 4802 Selected Topics IV. You are limited to only two classes designated as selected topics.

⁶ Excludes PHED activity, 1000 level HFMG, TECH, and MSL courses; courses offered for institutional credit only; and career program courses not specifically approved in advance. Please note students may use only one PSYC course in this area.

Psychology and Human Services, BS (online option)

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Psychology degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Requirements (Area F) ¹		18
Required Courses		
PSYC 1101	Intro to General Psychology (with a grade of "C" or above)	3

PSYC 2110	Psychology in the Workforce (with a grade of "C" or above)	3
PSYC 2103	Intro to Human Development (with a grade of "C" or above)	3

Major Options

Choose three additional 1000/2000 level courses. This excludes the following: (1) PHED activity, 1000 level HFMG, TECH and MSL courses; (2) courses offered for institutional credit only; and (3) career program courses not specifically approved in advance. ²

Upper Division Major Requirements ³		24
PSYC 3300	Ethics & Professional Issues	3
HMSV 3010	Intro to Human Services	3
PSYC 3100	Interpersonal Comm & Helping	3
PSYC 3180	Multi-cultural Psychology	3
PSYC 3520	Theories of Personality	3
PSYC 3130	Social Psychology	3
PSYC 3350	Abnormal Psychology	3
PSYC 3560	Research Methods-Psychology	3

Upper Division Major Electives		18
Select 6 upper division (3000-4000) level PSYC or HMSV courses ^{3,4,5}		18
Related Electives		15
Choose 15 hours of 1000-4000 level courses. ⁶		
Internship Requirement		3
PSYC 4490	Internship/Practicum in Psych.	3
Required Capstone Experience		0
PSYC 4999	Senior Evaluation	0
Total Credit Hours		120

¹ Please note that no more than 12 total hours in Area F may be PSYC courses. IF MATH 1401 Elementary Statistics is not completed in D2, F, or as a related elective, PSYC 2105 Statistics for Psychology MUST be completed with a "C" or above as a psychology elective in either area F or as an upper division psychology elective. If students complete MATH 1401 Elementary Statistics to meet the Department of Psychology statistics requirement, it must be completed with a "C" or above.

² Courses in the following areas are encouraged: foreign language, sociology, anthropology, philosophy, statistics and biological science.

³ No more than two grades of D in upper-division courses are allowed in the Psychology major. Upper-division courses are all courses other than those of Areas A through F. 1000- or 2000-level courses used in the upper division are included in this restriction.

⁴ PSYC 2105 Statistics for Psychology **must** be selected if not taken in Area F or if MATH 1401 Elementary Statistics has not been taken in another area.

⁵ No more than 2 selected topics may be taken in this area. For example, you may not take PSYC 3801 Selected Topics I, PSYC 3802 Selected Topics II, PSYC 4801 Selected Topics III, AND PSYC 4802 Selected Topics IV. You are limited to only two classes designated as selected topics.

⁶ Excludes PHED activity, 1000 level HFMG, TECH, and MSL courses; courses offered for institutional credit only; and career program courses not specifically approved in advance. Please note students may use only one PSYC course in this area.

Psychology, Minor

Program Requirements

Code	Title	Credit Hours
Lower Division Requirements		6
PSYC 1101	Intro to General Psychology (with a grade of "C" or above) ¹	3
PSYC 2103	Intro to Human Development (with a grade of "C" or above)	3
Upper Division Requirements		6
PSYC 3130	Social Psychology	3
PSYC 3350	Abnormal Psychology	3
Upper Division Electives		6
Select 2 upper division (3000-4000) level PSYCH or HMSV courses		6
Total Credit Hours		18

¹ Note: if PSYC 1101 Intro to General Psychology is taken as an Area E4 course, then PSYC 2110 Psychology in the Workforce will be substituted for PSYC 1101 Intro to General Psychology in the Psychology Minor program.

Department of Social Sciences

General Information

Dr. Joshua R. Meddaugh, Chair

JoshuaMeddaugh@clayton.edu (lisaholland-davis@clayton.edu)

Mission and Goals

The Department of Social Sciences at Clayton State University is concerned with the application of social scientific theory, methodology, and research to the study of Criminal Justice, Legal Studies, Political Science, and Sociology. The mission of the Department is to educate future professionals so that they become capable of applying their social scientific knowledge and critical thinking skills to the solution of problems in their respective careers and future educational pursuits. The Department obliges to teach students the fundamentals of research in the Department's constituent disciplines and the importance of service to the community. The Department also seeks to encourage and support the individual scholarship of its faculty members, and the incorporation of this knowledge into Department curricula. Through the fulfillment of these responsibilities, the Department of Social Sciences at Clayton State University endeavors to prepare students for professional lives in academia, government, the non-profit community, and the private sector, as well as for intellectually enriched and socially fruitful lives.

The department is responsible for the following programs and courses:

- Associate of Applied Science (AAS) degree in Paralegal Studies
- One Year Certificate in Paralegal Studies
- Bachelor of Science (BS) degree in Criminal Justice
- Bachelor of Science (BS) degree in Legal Studies.
- Bachelor of Science (BS) degree in Political Science and Government Studies
- Bachelor of Science (BS) degree in Sociology
- Master of Public Administration (MPA) degree

- Service courses that support Interdisciplinary Studies and that may serve other programs as general electives.
- Core curriculum courses in Area E

Programs

Associate Program

- Paralegal Studies, AAS (p. 61)

Baccalaureate Programs

- Criminal Justice, BS (p. 59)
- Legal Studies, BS (p. 60)
- Political Science and Government Studies, BS (p. 62)
- Sociology, BS (p. 64)

Certificate Programs

- Paralegal Studies, Certificate (p. 62)

Minor Programs

- Criminal Justice, Minor (p. 60)
- Political Science, Minor (p. 63)
- Pre-Law, Minor (p. 63)
- Social Work, Minor (p. 64)
- Sociology, Minor (p. 65)

Faculty

Augustine E. Ayuk
 Rodger Bates
 Matthew S. Cornick
 Kevin Demmitt
 Antoinette France-Harris
 Lisa D. Holland-Davis
 Andrea Allen Jacques
 Taralyn Keese
 Emran W. Khan
 Joshua R. Meddaugh
 Nasser Momayezi
 Mara A. Mooney
 David Pena
 Bryan K. Robinson
 Dominic Wells
 Karen Beasley Young

Criminal Justice, BS

The mission of the Criminal Justice program is to capitalize on the diversity of the Clayton State student population and multidisciplinary training of faculty to provide students with a specialized understanding of the criminal justice system and criminal behavior. Curriculum and instruction are designed to advance knowledge, understanding, and skills relevant to the criminal justice discipline in order to prepare students for careers, advancement, or graduate studies in criminal justice, law, and other justice-related fields.

Program Requirements

No grades of D in upper division courses are allowed in the Criminal Justice major. Upper division courses are all courses other than those of

Areas A through F. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the B.S. Criminal Justice degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
CRJU 1150	Intro to Criminal Justice	3
SOCI 1101	Introduction to Sociology	3
Electives		
Choose any 4 courses (12 credit hours) from lower division (1000-2000 level) electives from courses with the following prefixes: AFAM, CRJU, ECON, FOSC, HIST, HMSV, HSEM, MATH, MGMT, PARA, PHIL, POLS, PSYC, SOCI, SOSC, SPAN, STAB, and WST.		12
Upper Division Major Requirements		18
CRJU 3100	Criminology	3
CRJU 3200	Law Enforcement	3
CRJU 3300	Corrections	3
CRJU 3410	Survey-Criminal Law/Procedures	3
CRJU/SOCI 4501	Research Methods & Policy Eval	3
CRJU 4901	Criminal Justice Internship I	3
Upper Division Major Electives ¹		18
Choose 6 courses (18 credit hours) from upper division (3000-4000 level) courses with a CRJU prefix.		
Upper Division Major Related Electives ¹		21
Choose 7 courses (21 credit hours) from upper division (3000-4000 level) courses.		
<i>International Language Requirement</i>		
Students majoring in criminal justice are required to demonstrate competence in Spanish through the Intermediate Level (SPAN 2001-3rd semester). ¹		
Students who have not completed the following courses as part of the core must fulfill the requirement as part of their Upper Division Major Related Electives. ¹		
SPAN 1001	Elementary Spanish I (Area F)	
SPAN 1002	Elementary Spanish II (B2)	
SPAN 2001	Intermediate Spanish I (C1 or C2)	
Free Elective		3
Choose three elective hours (excludes PHED activity courses; MSL courses; courses offered for institutional credit only; and career program courses not specifically approved in advance).		3
Total Credit Hours		120

¹ Other foreign languages may be considered with the special permission of the Social Sciences Department Chair.

Criminal Justice, Minor

The Criminal Justice minor will introduce students in other major degree programs to

1. key components of the criminal justice system,
2. the nature of the crime problem in the US, and
3. the major theories about criminal behavior.

In order to graduate with a formal minor that will be noted on the student's permanent record, the student must complete the requirements for the specific minor as stipulated in the online CSU catalog. Students must submit to the Office of the Registrar a minor application along with the degree graduation application by the published graduation application deadline. Minors may only be awarded in conjunction with a baccalaureate degree. Minors will not be awarded after the baccalaureate degree has been posted to the academic transcript.

Program Requirements

Code	Title	Credit Hours
Lower Division Foundations in Criminal Justice		3
CRJU 1150	Intro to Criminal Justice	3
Upper Division Theoretical Perspectives		3
CRJU 3100	Criminology	3
Upper Division System-Specific Courses		6
Choose at least two from the following:		6
CRJU 3200	Law Enforcement	
CRJU 3300	Corrections	
CRJU 3400	Courts in the United States	
CRJU 3410	Survey-Criminal Law/Procedures	
Upper Division Electives		6
Choose any two upper division (3000-4000 level) CRJU courses not previously applied to the minor.		6
Total Credit Hours		18

- All courses in the minor must be completed with a grade of C or better.
- At least two upper division (3000/4000 level) courses must be completed at Clayton State University to fulfill residency requirements.
- Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Area F courses may be counted as coursework in the minor.
- Students with lower-division (1000 or 2000 level) CRJU transfer credit may apply up to 6 of these hours in the Upper Division Electives area provided they were completed with a grade of B or better and all other minor criteria are satisfied.

Legal Studies, BS

The purpose of the Legal Studies program is to prepare graduates for careers in the legal field and fields impacted by law and legal regulation. This program emphasizes substantive legal knowledge, excellent reading, writing, and critical thinking skills, technology and other practical skills, an understanding of government systems, and an appreciation of the myriad of ethics rules that govern the legal profession. Graduates will also acquire the specific law office skills necessary to perform delegated substantive legal work under the supervision of an attorney. Paralegals and other non-lawyers are prohibited from practicing law.

Program Requirements

No more than two grades of D in upper division courses are allowed in the Legal Studies major. Upper division courses are all courses other than those of Areas A through F. 1000- or 2000-level courses used in the upper division, including all courses in this major labeled as lower division electives, are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the B.S. Legal Studies degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
PARA 1101	Introduction to Law & Ethics ¹	3
PARA 2203	Civil Litigation	3
PARA 2205	Legal Research and Writing	3
PARA 2209	Business Organization	3
PARA 2211	Computers in the Law	3
PARA 2235	Law Office Skills	3
Lower Division Electives		12
Choose four courses from the following:		
PARA 2207	Criminal Litigation	
PARA 2213	Real Estate Law	
PARA 2221	Bankruptcy/Debtor-Creditor Rel	
PARA 2223	Wills, Trusts and Probate Law	
PARA 2225	Family Law	
PARA 2227	Health Care Law	
PARA 2229	Intellectual Property Law	
PARA 2231	Administrative Law	
PARA 2233	Employment Law	
Upper Division Required Courses		21
PARA/LGST 4020	Advanced Civil Litigation	3
PARA/LGST 4030	Adv. Legal Research & Writing	3
PARA/LGST 4850	Legal Studies Capstone	3
LGST 4098	Legal Studies Practicum	3
POLS 4425	Constitutional Law I: Institut	3
or POLS 4426	Constitutional Law II: Civil L	
Choose two courses from the following: ²		6
ENGL 3210	Advanced Grammar	
ENGL 3220	Argumentative Writing	
HSEM 4700	Legal Issues in HSEM	
TECH 3115	Legal Issues-Admin./Tech. Man.	
SOCI 4420	Law and Society	
Upper Division Major Related Electives ²		27
Choose 9 courses (27 credit hours) from upper division (3000-4000 level) courses. ³		
Total Credit Hours		120

¹ Students who do not achieve a grade of C or higher in PARA 1101 Introduction to Law & Ethics must re-take PARA 1101 Introduction to Law & Ethics and achieve a grade of C or higher before taking any other PARA classes.

- ² Any courses beyond 2 taken from the below list may be used as Upper Division Major Related Electives
- ³ Choose courses with the following prefixes: AFAM, COMM, CRJU, ECON, ENGL, FREN, HIST, HSEM, LGST, MGMT 3101 Mgmt. Prin. & Org. Behavior or TECH 3101 Supervision for the Workplace (not both), other MGMT, PHIL, POLS, PSYC, SOCI, SOSC, SPAN, STAB, TECH 3101 Supervision for the Workplace or MGMT 3101 Mgmt. Prin. & Org. Behavior (not both), other TECH, WST. Courses cannot be double-counted, so if a course is cross-coded, or if a course is used by a student to satisfy another area of the curriculum, the same course cannot be used as an elective.

Residency Requirements for the Legal Studies, BS

Students must take at least 10 classes (30 credit hours) at Clayton State in order to fulfill the residency requirements for the AAS in Paralegal Studies. At least 7 of the 10 classes (21 credit hours) must be upper division.

Please also see Paralegal - AAS (<https://catalog.clayton.edu/academic-catalog/arts-sciences/social-sciences/associate-applied-science-paralegal-studies>) and Paralegal Certificate (<https://catalog.clayton.edu/academic-catalog/arts-sciences/social-sciences/certificate-paralegal-studies>)

Paralegal Studies, AAS

The purpose of the Paralegal Studies Program is to provide students with the skills necessary to perform specifically delegated substantive legal work under the supervision of an attorney. Paralegals and other non-lawyers are prohibited from practicing law.

The associate degree is designed mainly for students who have not attended college before or those who have a limited amount of previous college credit. All of the paralegal courses in the certificate program are included in the associate degree.

Program Requirements

Code	Title	Credit Hours
Core Curriculum		22
ENGL 1101	English Composition I	
ENGL 1102	English Composition II	
MATH 1101	Intro to Mathematical Modeling (or higher 1000-level MATH course)	
CRIT 1101	Critical Thinking	
COMM 1001	Presentational Speaking	
Choose one course from Area C of the Core Curriculum.		
POLS 1101	American Government	
HIST 2111	Survey of US History to 1877	
or HIST 2112	US HIST Since Reconstruction	
Lower Division Major Requirements		27
PARA 1101	Introduction to Law & Ethics ¹	3
PARA 2203	Civil Litigation	3
PARA 2205	Legal Research and Writing	3
PARA 2207	Criminal Litigation	3
PARA 2209	Business Organization	3

PARA 2211	Computers in the Law	3
PARA 2213	Real Estate Law	3
PARA 2225	Family Law	3
PARA 2235	Law Office Skills	3
<i>Choose four courses from the following:</i>		12
PARA 2221	Bankruptcy/Debtor-Creditor Rel	
PARA 2222	Occupational Internship	
PARA 2223	Wills, Trusts and Probate Law	
PARA 2227	Health Care Law	
PARA 2229	Intellectual Property Law	
PARA 2231	Administrative Law	
PARA 2233	Employment Law	
Total Credit Hours		61

¹ Students who do not achieve a grade of C or higher in PARA 1101 Introduction to Law & Ethics must re-take PARA 1101 Introduction to Law & Ethics and achieve a grade of C or higher before taking any other PARA classes.

Residency Requirements for the AAS in Paralegal Studies

Students must take at least 7 classes (21 credit hours) at Clayton State in order to fulfill the residency requirements for the AAS. in Paralegal Studies. At least 4 of the 7 classes (12 credit hours) must be PARA classes.

Paralegal Studies, Certificate

The purpose of the Paralegal Studies Program is to provide students with the skills necessary to perform specifically delegated substantive legal work under the supervision of an attorney. Paralegals and other non-lawyers are prohibited from practicing law.

The program consists of an associate degree (A.A.S.) and a certificate. The certificate is designed for students who already hold a degree (associate or bachelors) or who already have two years of college. All of the paralegal courses in the certificate program are included in the associate degree.

Students admitted to the paralegal certificate program must have earned at least 60 semester hours of college-level work from a regionally accredited college or university. The 60 hours must include at least 18 semester hours of general education credit.

Program Requirements

Code	Title	Credit Hours
Lower Division Requirements		30
PARA 1101	Introduction to Law & Ethics ¹	3
PARA 2203	Civil Litigation	3
PARA 2205	Legal Research and Writing	3
PARA 2207	Criminal Litigation	3
PARA 2209	Business Organization	3
PARA 2211	Computers in the Law	3
PARA 2213	Real Estate Law	3
PARA 2225	Family Law	3
<i>Choose two from the following:</i>		6

PARA 2221	Bankruptcy/Debtor-Creditor Rel	
PARA 2222	Occupational Internship	
PARA 2223	Wills, Trusts and Probate Law	
PARA 2227	Health Care Law	
PARA 2229	Intellectual Property Law	
PARA 2231	Administrative Law	
PARA 2233	Employment Law	
PARA 2235	Law Office Skills	
Total Credit Hours		30

¹ Students who do not achieve a grade of C or higher in PARA 1101 Introduction to Law & Ethics must re-take PARA 1101 Introduction to Law & Ethics and achieve a grade of C or higher before taking any other PARA classes.

Residency Requirements for Certificate in Paralegal Studies

Students must take at least 5 PARA classes (15 credits) at Clayton State in order to fulfill the residency requirements for the Certificate in Paralegal Studies.

Political Science and Government Studies, BS

The Political Science and Government Studies program includes a core of courses essential for all public sector-related careers, plus a systematic study of political and governmental institutions and behavior. It focuses on governmental services, political theory, American and international law, political parties and interest groups, public opinion, and research methods. This degree seeks to prepare students for careers, advancement, or graduate studies in government, politics, law, and other political science-related fields.

Program Requirements

No grades of D in upper division courses are allowed in the major. Upper division courses are all courses other than those of Areas A through F. 1000- or 2000- level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E)		42
All Core Curriculum requirements for the B.S. Political Science degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F) ¹		18
HIST 2111	Survey of US History to 1877 ²	3
or HIST 2112	US HIST Since Reconstruction	
POLS 2101	Intro to Political Science	3
Electives		
POLS 2401	Intro to Global Issues (if not taken in E2)	3
Choose 3-4 courses (9-12 credit hours) of lower division (1000-2000 9-12 level) electives from courses with the following prefixes: AFAM, CRJU, ECON, FREN, HIST, MATH, PARA, PHIL, POLS, PSYC, SOCI, SOSC, SPAN, WST.		
Upper Division Major Requirements		9

POLS 4500	Senior Capstone	3
POLS 4490	Internship - Political Science	3
SOCI 4501	Research Methods	3
Upper Division Major Electives		21
Choose seven courses (21 credit hours) from upper division (3000-4000 level) POLS courses not used to meet other areas of the major.		
Upper Division Major Related Electives		27
Choose 9 courses (27 credit hours) from upper division (3000-4000 level) related electives with any of the following prefixes: AFAM, CRJU, ENGL, HIST, HSEM, HSMV, LGST, PHIL, POLS, PSYC, SOCI, SOSOC, SPAN, STAB, WST.		
Free Elective		3
Choose three hours of free elective courses. ³		
Total Credit Hours		120

¹ Prerequisites for all Political Science Area F courses will include POLS 1101 American Government.

² HIST 2111 Survey of US History to 1877 or HIST 2112 US HIST Since Reconstruction not taken in Area E3 must be taken in Area F.

³ Excludes PHED activity courses; MSL courses; courses offered for institutional credit only; and career program courses not specifically approved in advance.

Political Science, Minor

The Political Science minor offers students in other majors the opportunity to take course that prepare students for community service, public service, law school, and graduate school. Students must submit to the Office of the Registrar a minor application along with the degree graduation application by the published graduation application deadline. Minors may only be awarded in conjunction with a baccalaureate degree. Minors will not be awarded after the baccalaureate degree has been posted to the academic transcript. Residency requirements must also be satisfied to earn a minor. **A grade of "C" or higher is required in all courses in the minor.**

Program Requirements

Code	Title	Credit Hours
Lower Division Electives		6
POLS 2101	Intro to Political Science	3
POLS 2401	Intro to Global Issues ¹	3
Upper Division Electives¹		12-15
Choose four to five 3000- or 4000-level POLS courses. ¹		
Total Credit Hours		18

¹ If POLS 2401 Intro to Global Issues was taken in Area E2, then students should select 15 hours of Upper Division Electives

Pre-Law, Minor

A minor in Pre-Law will provide students from across disciplines the opportunity to enrich their intellectual pursuits through the study and application of law and its impact on society. Particular emphasis will be placed on legal principles and terminology, critical thinking and the development of legal research and writing skills. This minor will be an appropriate choice for students who are majoring in or planning to work

in fields that are affected by legal regulation and who are interested in attending law school or pursuing graduate studies. These courses are not mandatory for law school admission and do not guarantee admission to or success in law school or other graduate programs. The American Bar Association maintains that there is no prescribed set of undergraduate courses that prepare students for law school.

Learning Objectives of the Pre-Law Minor

- To apply critical thinking and reasoning to the analysis of legal and societal issues
- To provide students with fundamental knowledge of legal principles and terminology
- To emphasize the development of students' legal research and writing abilities

To fulfill a minor in Pre-Law, students must complete a minimum of 18 semester hours of coursework with 12 hours of upper-division coursework. Students will complete 2 lower-division courses and 4 upper-division courses to complete the 18 hours required for the minor in Pre-Law. **A grade of "C" or higher is required in all courses in the minor.** Students must take at least 2 classes (6 credit hours) of upper division coursework at Clayton State in order to fulfill the residency requirements for the Minor in Pre-Law. Depending on a student's major, a student pursuing a minor in Pre-Law might exceed the total number of attempted hours that can be applied toward financial aid. Students must submit to the Office of the Registrar a minor application along with the degree graduation application by the published graduation application deadline. Minors may only be awarded in conjunction with a baccalaureate degree. Minors will not be awarded after the baccalaureate degree has been posted to the academic transcript.

Program Requirements

Code	Title	Credit Hours
Lower Division Required Courses		6
Choose one from the following:		3
PARA 1101	Introduction to Law & Ethics	
CRJU 1150	Intro to Criminal Justice	
POLS 2101	Intro to Political Science	
PARA 2205	Legal Research and Writing	3
Upper Division Required Courses		9
LGST 4030	Adv. Legal Research & Writing	3
POLS 4425	Constitutional Law I: Institut	3
or POLS 4426	Constitutional Law II: Civil L	
Choose one from the following:		3
ENGL 3210	Advanced Grammar	
ENGL 3220	Argumentative Writing	
ENGL 3230	Practical Grammar	
Upper Division Elective		3
Choose one from the following:		3
CRJU 3410	Survey-Criminal Law/Procedures	
Any 3000 or 4000 level POLS course		
SOCI 4420	Law and Society	
TECH 3115	Legal Issues-Admin./Tech. Man.	
Total Credit Hours		18

Social Work, Minor

The Social Work minor offers students who major in another field the opportunity to explore the field of social work and to develop skills necessary to identify and respond to community needs. Students will work directly with a group within the community (government, non-profit, or resident) to develop skills that will benefit students seeking to enter advocacy roles in nonprofit organizations, work with local community groups, or work with a government agency. Also, the minor in Social Work provides the basic knowledge necessary to pursue graduate studies in this field and other fields related to the minor.

Program Requirements

Code	Title	Credit Hours
Required Courses		12
SOSC 1101	Introduction to Social Work	3
SOSC 2101	Leadership in Organizations	3
HMSV 3010	Intro to Human Services	3
SOSC 4901	Practicum in Social Work	3
Upper Division Electives		9
Choose three from the following:		6
ACCT 4210	Volunteer Income Tax Prep.	
COMM 4210	Interracial Communication	
COMM 4510	Intercultural Communication	
CMS 4810	Women and the Arts	
CRJU 3110	Race and Crime	
CRJU 3140	Gender and Crime	
CRJU 3700	Victimology	
CRJU 3800	Restorative Community Justice	
CRJU 4601	Urban Life and Crime	
ENGL 3410	African American Literature I	
ENGL 3420	African American Literature II	
ENGL 3501	Multicultural Literature	
ENGL 3650	Writing for Nonprofits	
HLTH 3320	Communications with Families	
HLTH 3341	Cultural Diversity Health/III	
HLTH 3401	Contemporary Women's Health	
HLTH 3501	The AIDS Epidemic	
HIST 4003	Women's History	
HIST 4004	Environmental History	
HIST 4040	African American Hist. to 1877	
HIST 4050	African Am. Hist. since 1877	
HMSV 3230	Hmn Svcs Multicultural Co.	
HMSV 3501	Organization & Admin Humn. Ser	
MATH 3210	Statistics for Social Justice	
POLS 4421	Political Thought	
POLS 4425	Constitutional Law I: Institut	
POLS 4426	Constitutional Law II: Civil L	
PSYC 3100	Interpersonal Comm & Helping	
PSYC 3170	Psych. of African-American Exp	
PSYC 3180	Multi-cultural Psychology	
PSYC 3300	Ethics & Professional Issues	
PSYC 4110	Psychology of Gender	

SOCI 3310	Race and Ethnicity	
SOCI 3320	Soc Inequality& Stratification	
SOCI 3450	Urban Sociology	
SOCI 4420	Law and Society	
SOSC 4800	Selected Topics in Social Scie	
WST 3410	U.S. Women of Color	
WST 3500	Feminist Theory	
Total Credit Hours		18

- All courses in the minor must be completed with a grade of C or better.
- At least two upper division (3000/4000 level) courses must be completed at Clayton State University to fulfill residency requirements.
- Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Area F courses may be counted as coursework in the minor.
- Students wishing to take an upper division elective class not on the list of approved electives must seek the approval of the Chair of the Social Sciences department.

Sociology, BS

The Sociology program focuses on the study of our behavior as social beings and includes a basic core of courses essential for a wide variety of careers specific to and outside of sociology. In addition to providing students with a strong foundation in sociological thought, this curriculum prepares students with the innovation, critical thinking abilities, global understandings, and writing skills that employers in all fields consistently seek.

Program Requirements

No grades of D in upper division courses are allowed in the Sociology major. Upper-division courses are all courses other than those of Areas A through F. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the B.S. Sociology degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
SOCI 1101	Introduction to Sociology	3
SOCI 2293	Intro to Marriage & the Family	3
SOCI 2420	Social Problems	3
Choose three courses (9 credits hours) of lower division (1000-2000 level) electives. ¹		9
Required Upper Division Sociology Core		12
SOCI 3010	Sociology Theory	3
SOCI 3510	Social Statistics	3
SOCI 4501	Research Methods	3
SOCI 4902	Sociology Internship	3
Upper Division Sociology Electives		18
Choose six courses (18 credit hours) from upper division (3000-4000 level) SOCI courses not used to meet another major requirement.		

Upper Division Major Related Electives	27
Choose an approved minor in another discipline and/or select any upper division (3000-4000 level) related course(s).	
Statistics Requirement	3
A lower or upper division statistics course in any discipline must be taken and passed with a grade of C or better. ²	
Free Elective	3
Choose three hours of free elective courses. ³	
Total Credit Hours	120

¹ Choose from courses with the following prefixes: AFAM, CPTG 2201 Adv. Computer Applications, CRJU, CSCI, ECON, FREN, HIST, MATH 1401 Elementary Statistics, PHIL, POLS, PSYC, SOSC, SPAN, WST.

² Must be taken prior to the required SOCI 3510 Social Statistics. If MATH 1401 Elementary Statistics was not taken as part of Area D2 then it is the recommended option, but any college level statistics course will suffice.

³ Excludes PHED activity courses; MSL courses; courses offered for institutional credit only; and career program courses not specifically approved in advance.

Sociology, Minor Program Requirements

Code	Title	Credit Hours
Lower Division Requirements		6
SOCI 1101	Introduction to Sociology ¹	3
SOCI 2293	Intro to Marriage & the Family	3
Upper Division Required Course		3
SOCI 3010	Sociology Theory	3
Upper Division Electives		9
Choose three courses (9 credit hours) from upper division (3000-4000 level) SOCI courses not used to meet another minor requirement.		9
Total Credit Hours		18

¹ If SOCI 1101 Introduction to Sociology is taken as an Area E4 course, then SOCI 2293 Intro to Marriage & the Family and SOCI 2420 Social Problems must both be taken to fulfill the lower division requirements for the Sociology minor program.

- All courses in the minor must be completed with a grade of C or better.
- At least two upper division (3000-4000 level) courses must be completed at Clayton State University to fulfill residency requirements.
- Courses used to fulfill area A-E in core curriculum cannot be applied to the minor.

School of Education General Information

Dr. Dennis Attick, Assistant Dean

DennisAttick@clayton.edu

Mission and Goals

The mission and goals of the School of Education are to prepare collaborative, competent, caring, committed, and culturally responsive educators who are reflective practitioners.

The primary goals are to develop teachers who:

- are knowledgeable about and committed to working with learners,
- understand curriculum and the organization of schools for teaching and learning,
- understand that teaching is inquiring,
- have content knowledge and are lifelong learners,
- value varying learning experiences and diversity, and determine and adjust teaching methods and strategies according to the needs of individual learners.

Educational Programs

Students may choose from a variety of education programs that prepare them to become certified teachers.

The School of Education offers **BS in Elementary Education** and a **BA in Middle Level Education**.

The **BS in Elementary Education** program is designed to lead to a teaching certification in grades P-5.

The **BA in Middle Level Education** program is designed to lead to a teaching certification in grades 4 thru 8 within two of the following concentrations:

1. mathematics,
2. science,
3. social sciences and
4. language arts.

Other bachelors programs include **Secondary Education programs in Biology, English, History or Mathematics** and a **Music Education degree** offered through the discipline departments.

The **Secondary Education programs in Biology, English, History or Math** prepare candidates to teach grades 6-12. Refer to the discipline departments sections of this catalog for additional information on these degrees.

Faculty members from departments in the College of Arts and Sciences and the Department of Mathematics in the College of Informational and Mathematical Sciences teach the content subject courses and assist with field instruction. Education faculty members teach on-campus professional studies courses and some partnership field-based teachers collaborate with education faculty for providing field-based experiences and instruction.

The **Music Education program** prepares candidates for teaching grades P-12 and is offered through the Department of Visual and Performing Arts. The teacher certification program in Music Education is designed to lead to certification for teaching music in grades P-12. The program's focus is three-prong: collaboration with the music program at Spivey Hall, field based instruction by practitioners within area schools, and provision of a technologically rich educational environment. Refer to the Department of Visual and Performing Arts section of this catalog for additional information.

The **Master of Arts in Teaching (MAT) with a Major in Teaching Field in Secondary Education** is offered through the School of Graduate Studies and the discipline departments. Applicants should hold a bachelor's degree in biology, history, mathematics, English, or related areas, and/or have a provisional teaching certificate in these disciplines. These initial certification programs will prepare interested persons to receive a master's degree while also preparing them to become certified to teach in the fields of secondary Biology, English, History, Mathematics. Refer to the Graduate Catalog for additional information.

Accreditation

Clayton State University is accredited by the Southern Association of Colleges and Schools (SACSCOC). All education programs at Clayton State University have been approved by the Georgia Professional Standards Commission (GaPSC).

Conceptual Framework

The Clayton State University School of Education has defined its theme through the Conceptual Framework. The Conceptual Framework promotes reflective practice, with an outline for preparing quality teachers who are competent, caring, committed, collaborative, and culturally responsive. These qualities are consistent with standards promoted by the Georgia Professional Standards Commission, Council for the Accreditation of Educator Preparation, and the Interstate New Teacher Assessment and Support Consortium.

Admissions Policy: Elementary Education, BA and Middle Level Education, BS

Students must meet the following criteria before being admitted to either the Elementary Education or the Middle Level program. More information about the application is available at general information sessions. Contact the School of Education about the dates for these information sessions.

1. Admission to Clayton State University. (Transfer students who meet the criteria below may simultaneously submit applications for the University and for the School of Education program admission—two separate application forms.)
2. Elementary Education program applicants must meet with the Elementary Education Coordinator and Advisor.
3. Middle Level Education program applicants must meet with an Arts and Sciences Academic Advisor.
4. Completion of at least 45 semester hours of college credit.
5. Grades of A, B, C, or K in all applicable Area A-F courses. Students are required to complete all courses in Areas A-F before admission to program.
6. A cumulative Institutional Grade Point Average of 2.50 or higher based on all last attempted coursework.
7. A cumulative Overall Grade Point Average of 2.50 or higher.
8. Grades of A, B, or C in EDUC 2110 Invest. Critical/Contem. Issue, EDUC 2120 Exploring Socio-Culture, and EDUC 2130 Exploring Learning & Teaching.
9. Attendance at a general information session sponsored by the Clayton State University School of Education.
10. Passing scores or exemption on the GACE Program Admission Assessment.
11. Submission of a one-page essay on why the applicant wants to be a teacher.

12. Completion of the Georgia Ethics Exam.
13. Attendance at a personal interview conducted by the School of Education.
14. Once conditionally admitted into the Elementary Education or the Middle Level Program, you will apply for a Pre-Service Certificate. This includes completing Personal Affirmation Questions, a signed notarized Verification of Lawful Presence (VLP) with supporting documentation for VLP, and a signature authorizing a criminal background check. The application will be submitted by the School of Education to the Georgia Professional Standards Commission where they will verify the documents and Georgia Crime Information Center will conduct a criminal record check. **In order to remain in our programs at Clayton State and graduate with a degree in Elementary Education or Middle Level Education, you must be issued a Pre-Service Certificate.** If application for a Pre-Service Certificate is denied, you must withdraw from our program.

In order for a student to be eligible to begin and continue taking upper-division School of Education courses the following requirements must be met:

1. Written notification of program acceptance. (Meeting minimum admission standards does not guarantee acceptance.)
2. Middle Level Education Candidates who select a teaching concentration in mathematics, must earn a grade of "C" or better in MATH 1113 Pre-Calculus and MATH 1401 Elementary Statistics before declaring mathematics as a teaching concentration. Passage of both MATH 1111 College Algebra and MATH 1112 Trigonometry & Analytic Geom with a grade of "C" or better will be accepted as a substitute for MATH 1113 Pre-Calculus.
3. Minimum competence in microcomputer applications as required by the Clayton State Notebook Computer Policy (refer to policy in this Clayton State University Catalog).
4. Signing of an affidavit to show compliance with Professional Standards Commission Standard II.A. (G10): "The education unit/program shall provide information to each candidate about professional ethical standards, background check, and clearance for certification and employment; and ensure that candidates admitted to the program are persons whose social and ethical behavior is acceptable as an educator." The affidavit form is provided upon formal notification of admission to the BA program. Teacher candidates must provide evidence of liability insurance and successful background check clearance prior to participation in specific field-based or clinical experiences. Proof of SGAE or PAGE membership must be submitted as well.

Application Procedures

1. Applicants who meet the criteria explained above should submit an application form and supporting documentation to the Clayton State University School of Education on or before the posted application deadline. Late applications will be considered if slots are available. (Application forms are available from the School of Education.)
2. The **application deadline** for the programs within the School of Education **are posted on the School of Education website.** (The deadline period is called an admission cycle.)
3. All complete and eligible applications received by the published deadlines will be considered for the available positions in the programs for the appropriate semester. Complete applications must include all required documentation.

4. Applicants not admitted during a given admission cycle and individuals who fall below minimum standards after notification of admission may, upon written request to the School of Education, have their applications reconsidered during the next admission cycle. Reconsideration is not automatic; written request is required, and additional information may be submitted.
5. Applicants selected for admission during each admission cycle will be notified in writing. The admission notice will indicate a date by which the individual must formally accept or decline admission; those who fail to respond within the allotted time will have their admission offers revoked, and their spaces will be allotted to other eligible applicants. Candidates admitted into the Middle Level Education, BA program will be assigned an advisor in education for their junior and senior years.
6. A maximum of 21 semester hours of upper division transfer credit may be applied to the **BA in Middle Level Education** at Clayton State University. The following courses must be taken at Clayton State University*:

Code	Title	Credit Hours
Middle Level Education, BA		
LART 3010	Literacy Across Content Areas	3
SCI 3110	Physical Science I	2
HIST 3110	Georgia History and Government	3
EDUC 3000	Middle Level Education Seminar	1
EDUC 3001	Teacher Ed Curriculum Seminar	1
EDUC 3010	Study of Young Adol. Learner	3
EDUC 3100	Middle Level Teaching Methods	2
EDUC 3350	Instr Strat for Young Adol	3
EDUC 4001	Mid Lev Learner Tech Seminar	1
EDUC 4002	Middle Level Teacher Capstone	1
EDUC 4040	Classroom Assessment	3
EDUC 4710	Middle Level Internship I	3
EDUC 4712	Middle Level Internship II A	3
EDUC 4720	Middle Level Intern. II	9

The School of Education will evaluate equivalencies for other courses in the Middle Level Education program. Every effort will be made to accept credit that is reasonably equivalent to Clayton State University courses. However, the University reserves the right to request additional documentation and/or to require specific site-based experiences or directed readings to validate credit and/or to meet certification requirements. Applicants will be notified in writing of such requirements.

Provisional/Conditional Admission Policy

Provisional/Conditional admission may be granted to students with no more than three Areas A-F courses left to complete, students who have not successfully completed the Writing Assessment, and/or students who have not successfully completed the oral interview. Students granted provisional admission will have one academic year to complete all outstanding course requirements and one semester to complete all Writing Assessment and/or interview requirements.

Readmission Policy

Students who fail to maintain admission criteria after receiving written notification of program acceptance will have their admission revoked.

Upon written request, such students will be reconsidered when they again meet the eligibility criteria and provide the following: an application for a Pre-Service Certificate (this includes completing Personal Affirmation Questions, a signed notarized Verification of Lawful Presence (VLP) with supporting documentation for VLP, and a signature authorizing a criminal background check), evidence of liability insurance, and a signed acknowledgement of GaPSC Code of Ethics for Educators.

Admissions Policy: Secondary Education, BA and BS Programs

Students must meet the following criteria before being admitted to the Secondary Education program. More information about the application process is available at general information sessions held each semester. Students should contact their advisor for application materials and procedures.

- Admission to Clayton State University
- Completion of at least 45 semester hours of general education college credit
- Successful completion (minimum grade of C) in all required content discipline and education courses
- Minimum Overall Grade Point Average of 2.50 or higher
- Demonstrated writing proficiency or completion of ENGL 1101 English Composition I with grade of C or better
- Successful completion of EDUC 2110 Invest. Critical/Contem. Issue, EDUC 2120 Exploring Socio-Culture, and EDUC 2130 Exploring Learning & Teaching with grade of C or better
- Successful completion of the Entry Ethics Exam (#350)
- Attendance at a CSU School of Education information session or meeting with content program coordinator
- Passing scores on all sections (Reading, Writing, and Mathematics) of GACE Program Admission Assessment. Exemptions from GACE may be satisfied through one of the following:
 - SAT: minimum score 1,000 (Verbal/Critical Reading + Mathematics)
 - GRE: minimum score 1,030 (Verbal + Quantitative) or 297 if taken after August 1, 2011
 - ACT: minimum score 43 (English + Mathematics)
- A one-page essay explaining reason for wanting to be a secondary grades educator.
- *Once conditionally admitted into the Secondary Education Program, you will apply for a Pre-Service Certificate. This includes completing Personal Affirmation Questions, a signed notarized Verification of Lawful Presence (VLP) with supporting documentation for VLP, and a signature authorizing a criminal background check. The application will be submitted by the School of Education to the Georgia Professional Standards Commission where they will verify the documents and Georgia Crime Information Center will conduct a criminal record check. In order to remain in our program at Clayton State and graduate with Secondary Teacher Certification, you must be issued a Pre-Service Certificate. If application for a Pre-Service Certificate is denied, you must withdraw from our program.*

Satisfactory Academic Progress Requirements

General University policies on good standing and academic and disciplinary probation and suspension apply to the School of Education programs. In addition to these policies education students are required to

maintain a cumulative Institutional Grade Point Average of 2.50 or higher based on all last attempted coursework and a cumulative Overall Grade Point Average of 2.50 or higher.

Due to the sensitive nature of working with children and youth in authentic school settings, the following additional standard applies: Any faculty member or administrator of the University and/or a cooperating school system may immediately remove a candidate from an on-site setting if, in that person's professional judgment, the candidate has acted in an inappropriate manner involving children or youth. The Coordinator for Educational Field Experiences and/or the Department Head for the School of Education/Director of Professional Education Programs will investigate the case in an expeditious manner. The Department Head will issue a written ruling to the candidate with copies to the Dean of Arts and Sciences and the Provost/Vice President for Academic Affairs.

Depending on the circumstances, the ruling may include exoneration, admonishment, probation, suspension of reasonable duration, or dismissal. Appeals may be initiated according to established University Academic Appeal policy.

In order to be placed in the senior year internship, which begins at the end of July or beginning of August, depending on the school year calendars of the seven local school districts with which we partner, candidates must have in place the following:

1. A cumulative Overall GPA of 2.50 or higher
2. A cumulative Institutional GPA of 2.50 or higher based on all last attempted coursework
3. Completion of each course in the program sequence with a grade of C or higher (or K)
4. An updated background check
5. Renewal of liability insurance coverage

Course overloads will not be permitted during enrollment in the full-time senior internship.

Teacher Certification

In Georgia, to receive certification to teach, individuals must document having met criteria endorsed by the Georgia Professional Standards Commission, including successful completion of the GACE Content Assessment(s). Fingerprinting and FBI background checks are required for professional employment in Georgia public schools. An applicant for certification in Georgia must comply with the ethical standards of the profession. Additional information and Georgia certification applications are available online at www.gapsc.com (<http://www.gapsc.com>). The School of Education will assist students in submitting proper documentation to the Georgia Professional Standards Commission.

Graduation Requirements

1. Grades of A, B, C, or K in all courses used to meet program requirements and a minimum 2.50 Program GPA.
2. Submission of a complete teaching practice and performance assessment/ portfolio prepared in accordance with published guidelines to establish that the Unit Outcomes and Candidate Proficiencies have been met.
3. Participation in examinations, surveys, performance assessments, and any other required activities administered for purposes of program evaluation and program exit.

Education Policies and Procedures

Education students are bound by the rules and policies stated in the School of Education Unit Policy Manual and in the Intern Handbook. Both are posted on the School of Education home page at <http://www.clayton.edu/teachered>.

Honor Societies and Clubs

The Clayton State University Teacher Education Club, the Student Georgia Association of Educators (SGAE), the Student Professional Association of Georgia Educators (SPAGE), and the Association for Middle Level Education (AMLE) are among the honor societies, clubs, and service organizations designed to support and supplement the educational and professional development of students.

Programs

Baccalaureate Programs

- Elementary Education, BS (p. 69)
- Middle Level Education, BA (p. 69)

Minor Programs

- Education Specialties, Minor (p. 68)

Faculty

LaTasha Jones-Adams
Dennis Attick
Erica K. Dotson
Charles J. Elfer
Mandy E. Lusk
Winifred C. Nweke
Rosette Riddle
Sharren Thomas

Education Specialties, Minor

The Education Specialties Minor has been developed to include a variety of education courses available to students in all degree programs. The current offerings include education courses in technology, gifted, special education, and English as a second language.

Education majors may take the courses in order to add an endorsement in ESL, Reading, or Gifted Education or certification in Special Education. The Georgia Professional Standards Commission allows the issuance of endorsements to recognize additional expertise.

The minor will also be available to students in other degree programs as well. Students from diverse programs such as English, psychology, and sociology will benefit from the opportunity to take the classes.

The courses do not follow a sequence, so students may take the classes in any order. Any undergraduate student may choose this minor. Students will declare the minor through the Duck. If education students wish to take the classes for an endorsement or additional certification, they must complete an application, the Intent to Seek an Endorsement form and submit it to the Department of Teacher Education before they will be allowed to take upper division course work.

Program Requirements

Code	Title	Credit Hours
EDUC 2130	Exploring Learning & Teaching	3
Choose four from the following:		12
EDUC 2110	Invest. Critical/Contem. Issue	
EDUC 2120	Exploring Socio-Culture	
EDUC 3020	Instructional Tech for Teacher	
EDUC 3030	Exploring-Exceptional Learner	
EDUC 3032	Instructional Methods	
EDUC 3033	Individual & Class Management	
EDUC 3040	ELL Principles and Strategies	
EDUC 4050	Cultural Perspectives for ESL	
EDUC 4060	Applied Linguistics for ESL	
EDUC 4701	Characteristics Gifted Learner	
EDUC 4800	Special Topics in Education	
Total Credit Hours		15

- **At least 3 upper division** (3000/4000 Grades) courses must be completed at Clayton State University to fulfill residency requirements.
- This minor does not, in itself, lead to certification. Students must be enrolled in an education program to obtain a teaching certificate.
- All courses must be completed with a grade of C or better.
- Courses used to fulfill area A-E in core curriculum cannot be applied to the minor.

Elementary Education, BS

The BS in Elementary Education degree fits within the goals and mission of Clayton State University's School of Education, which is to prepare highly qualified teachers for the region and state. The Elementary Education program will prepare individuals to work with students in grades P-5. The Clayton State University teacher education programs are maintained in partnership with seven county school systems in the University's primary service area—Clayton, DeKalb, Fayette, Fulton, Henry, Rockdale, and Spalding. The Teacher Education Advisory Council serves as an external advisory group for all of Clayton State University's teacher education programs.

Program Requirements

No grades of D are accepted in any of the Teacher Education degree.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Elementary Education degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
EDUC 2110	Invest. Critical/Contem. Issue	3
EDUC 2120	Exploring Socio-Culture	3
EDUC 2130	Exploring Learning & Teaching	3
SCI 3110 & 3110L	Physical Science I and Physical Science Laboratory	3
SCI 3130	Integrated Science-Life Scienc	3

MATH 2008	Fndtns of Numbers & Operations	3
Upper Division Requirements		60
EDUC 3025	Music for Early Childhood Educ	3
EDUC 3029	Intro to Early Child Develop	3
EDUC 3030	Exploring-Exceptional Learner	3
EDUC 3033	Individual & Class Management	3
EDUC 3035	Curriculum and Instruction	3
EDUC 3040	ELL Principles and Strategies	3
EDUC 3403	Teaching Math in Primary (P-2)	3
EDUC 3404	Teaching Math in Primary (3-5)	3
EDUC 3405	Social Studies Methods for ECE	3
EDUC 3406	ELA Methods: Lang & Lit P-5	3
EDUC 3407	Science Methods in Early Child	3
EDUC 3410	Culturally Responsive Instruct	3
EDUC 4070	Theory, Research and Pedagogy	3
EDUC 4049	Assessment & Evaluation - ECE	3
MATH 3020	Concepts of Algebra	3
MATH 3030	Concepts of Geometry	3
EDUC 4740	Early Childhood Practicum	5
EDUC 4745	Early Childhood Internship	5
EDUC 4004	Early Childhood Seminar I	1
EDUC 4005	Early Childhood Seminar II	1
Total Credit Hours		120

Middle Level Education, BA

The BA in Middle Level Education was developed through a collaborative partnership of classroom teachers, education experts, and Clayton State University faculty. The Clayton State University teacher education programs are maintained in partnership with seven county school systems in the University's primary service area:

1. Clayton
2. DeKalb
3. Fayette
4. Fulton
5. Henry
6. Rockdale
7. Spalding

All on-site education field experiences will be provided by these systems. The Teacher Education Advisory Council serves as an external advisory group for teacher education programs.

Program Requirements

No grades of D in any courses are allowed in any courses of the Teacher Education degree.

Four of the 123 credit hours are institutional only.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Middle Level Education degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		

Lower Division Major Requirements (Area F)		18
EDUC 2110	Invest. Critical/Contem. Issue	3
EDUC 2120	Exploring Socio-Culture	3
EDUC 2130	Exploring Learning & Teaching	3
Choose three elective courses (two in one concentration and one in the other) appropriate to the teaching field to support the two concentration areas from the following: ¹		9
Language Arts		
ENGL 2111	World Literature I -Pre-Modern	
ENGL 2112	World Literature II - Modern	
ENGL 2121	British Literature I	
ENGL 2122	British Literature II	
ENGL 2131	American Literature I	
ENGL 2132	American Literature II	
Mathematics		
MATH 1112	Trigonometry & Analytic Geom ²	
	or MATH 111 Pre-Calculus	
	or MATH 151 Calculus I	
	or MATH 251 Calculus II	
MATH 2010	Number Concepts & Relations (*required*-offered spring only)	
MATH 1401	Elementary Statistics (*required* if not used in area D-2)	
MATH 1221	Finite Mathematics	
MATH 1241	Survey of Calculus	
CSCI 1301	Computer Science I	
Natural Sciences		
SCI 1901	Selected Topics in Science (any topic not already taken)	
ASTR 1010	Solar System Astronomy	
ASTR 1020 & 1020L	Stellar and Galactic Astronomy and Astronomy Laboratory	
CHEM 1151 & 1151L	Survey of Chemistry I and Survey of Chemistry Lab I	
CHEM 1152 & 1152L	Survey of Chemistry II and Survey of Chemistry Lab II	
PHYS 1111 & 1111L	Introductory Physics I and Introductory Physics Lab I	
PHYS 1112 & 1112L	Introductory Physics II and Introductory Physics Lab II (lab hours in excess credit)	
Social Sciences		
HIST 1111	Survey-PreModern World History	
HIST 1112	Survey of Modern World History	
HIST 2111	Survey of US History to 1877	
HIST 2112	US HIST Since Reconstruction	
HIST 2750	Critical Trends and Issues	
Upper Division Requirements		24
EDUC 3000	Middle Level Education Seminar (Institutional Credit Only)	1
EDUC 3001	Teacher Ed Curriculum Seminar (Institutional Credit Only)	1
EDUC 3100	Middle Level Teaching Methods	2
EDUC 3010	Study of Young Adol. Learner	3

EDUC 3030	Exploring-Exceptional Learner	3
EDUC 3040	ELL Principles and Strategies ³	3
EDUC 3350	Instr Strat for Young Adol	3
EDUC 4001	Mid Lev Learner Tech Seminar (Institutional Credit Only)	1
EDUC 4002	Middle Level Teacher Capstone (Institutional Credit Only)	1
EDUC 4040	Classroom Assessment	3
LART 3010	Literacy Across Content Areas	3
First and Second Teaching Field Requirements		24
Choose two of the following concentrations: ⁴		
Language Arts (p. 70)		
Mathematics (p. 70)		
Science (p. 71)		
Social Sciences (p. 71)		
Internship Requirements		15
The following courses must be taken in sequence during the same school calendar year:		
EDUC 4710	Middle Level Internship I (Fall Semester)	
EDUC 4712	Middle Level Internship II A (Spring Semester)	
EDUC 4720	Middle Level Intern. II (Spring Semester)	
Total Credit Hours		123

- ¹ While the elective courses listed above in each content area are strongly recommended, other courses may be deemed appropriate with the approval of the Middle Level Coordinator/Department Chair, and the Content Area Specialist/ Content Department Chairman.
- ² MATH 2502 Calculus II is **required** if not used in other areas.
- ³ EDUC 4050 Cultural Perspectives for ESL or EDUC 4060 Applied Linguistics for ESL may be substituted for EDUC 3040 ELL Principles and Strategies.
- ⁴ All courses in both concentrations must be completed successfully.

Teaching Field Concentration Requirements

Language Arts Concentration

Code	Title	Credit Hours
ENGL 3100	Intro to Literary Studies	3
ENGL 3210	Advanced Grammar	3
ENGL 4114	Adolescent Literature	3
LART 3120	Lang Arts: Skills & Concepts	3
Total Credit Hours		12

Mathematics Concentration

Code	Title	Credit Hours
MATH 3020	Concepts of Algebra	3
MATH 3030	Concepts of Geometry	3
MATH 4010	Mathematical Problem Solving	3
MATH 4020	Concepts of Discrete Math.	3
Total Credit Hours		12

Science Concentration

Code	Title	Credit Hours
SCI 3110 & 3110L	Physical Science I and Physical Science Laboratory	3
SCI 3120	Physical Science II	3
SCI 3130	Integrated Science-Life Scienc	3
SCI 3140	Physical Science III	3
Total Credit Hours		12

Social Sciences Concentration

Code	Title	Credit Hours
HIST 3110	Georgia History and Government	3
HIST 3800	World Historical Geography	3
HIST 4250	History of World Religions	3
HIST 4501	Skills/Methods Social Studies	3
Total Credit Hours		12

Other Program-Specific Graduation Requirements

1. Grades of A, B, C, or K in all courses used to meet program requirements and a minimum of 2.50 overall GPA must be maintained.
2. Participation in examinations, surveys, performance assessments, and any other required activities administered for purposes of program evaluation and program exit.

Department of Visual and Performing Arts**General Information**

Dr. Terrence Johnson, Chair

TerrenceJohnson@clayton.edu

Mission

Consistent with the mission statements of Clayton State University and its College of Arts and Sciences, the Department of Visual and Performing Arts serves the community through its excellence in teaching, research, and creative endeavors. The department's diverse programs are linked by their commitment to nurturing creativity and professional expertise. Working with a professionally active faculty, students learn, create, and develop skills in a supportive environment. Graduates of our programs are equipped to excel in advanced studies or professional careers.

The Department of Visual and Performing Arts strives to be an artistic and cultural resource for the region by presenting concerts, lectures, theatrical performances, and community education. The faculty is committed to the personal growth of their students by sharing their skills and knowledge and continuing their own professional development as artists, scholars, and educators.

The Department of Visual and Performing Arts offers the Bachelor of Arts degree with majors in Communication and Media Studies (*Media Production, Communication and Human Relations, and Media and Cultural Studies*); Film Production; Music; and Theatre. The Department offers the Bachelor of Music degree with a major in Music Education. The

Department offers minors in Art, Communication and Media Studies, Corporate Communication, Film, Music, and Theatre.

Clayton State University is an accredited institutional member of the National Association of Schools of Music.

Programs**Associate Program**

- Film Production, AA (p. 75)

Baccalaureate Programs

- Communication and Media Studies, BA (p. 72)
- Film Production, BA (p. 76)
- Music Education, BM (p. 77)
- Music, BA (p. 80)
- Theatre, BA (p. 81)

Minor Programs

- Art, Minor (p. 71)
- Communication and Media Studies, Minor (p. 74)
- Corporate Communication, Minor (p. 75)
- Film, Minor (p. 77)
- Music, Minor (p. 81)
- Theatre, Minor (p. 82)

Faculty

Richard Bell
Virginia A. Bonner
Shawn Bulloch
Annalisa Chang
A. Randall Clark
Jason L. Guthrie
Jonathan M. Harris
Thomas J. Hynes
Terrence Johnson
Francisca Maxwell
Mark May
Shandra McDonald
Susan L. McFarlane-Alvarez
Michiko Otaki
Steven A. Spence
Shontelle Thrash
Derrick Vanmeter
Sean Vogt
Mark J. Watson
Alan C. Xie
Kurt-Alexander N. Zeller

Art, Minor

The Art minor enhances a student's ability toward skills and conceptualization development. It promotes creative thinking to visual art that could be applied to many interdisciplinary fields. The Art minor would provide a venue for further skill/talent development.

The objective of the art minor is to provide students with an understanding of studio art and art history, embodied in the practice

of art through the study of contemporary visual culture as well as with an appreciation of the formal language utilized by artists. Students will also become aware of the disciplinary methodology and conventions. Students will have the choice of two emphases:

- Studio Art (p. 72)
- Art History (p. 72)

The minor in art will benefit students majoring in any liberal arts discipline with a practical component, including studio art, digital imaging, video and film studies, art history, art criticism, and liberal studies. Students minoring in art will gain a sense of the overall studio art, digital art, and evolution of the history of art, as well as in-depth knowledge of visual art in different disciplines. Students should be sure to check for pre-requisite course requirements and co-requisite requirements.

Program Requirements

Studio Art Emphasis

Code	Title	Credit Hours
Three Lower Division Courses		9
ART 1101	Drawing I	3
ART 2302	Art of the Modern World	3
or ART 1100	Art Appreciation	
Choose one from the following:		3
ART 1102	Drawing II	
ART 1104	2-D Design/Color Theory	
ART 1301	3-D Design	
Three Upper Division Courses		9
ART 3001	Oil Painting	3
Choose two from the following:		6
CMS 4410	Digital Video Production	
ART 4900	Independent Study: Studio Art	
ART 3101	The Visual Arts and Society	
ART 3401	American Art Visions	
ART 3310	19th and 20th Century Art	
ART 4800	Special Topics in Art (when the course has a studio art emphasis)	
ART 4801	Special Topics in Art (when the course has a studio art emphasis)	
ART 4802	Special Topics in Art (when the course has a studio art emphasis)	
CMS 4310	Film Analysis and Criticism	
CMS 4320	Women and Film	
HUMN 4800	Selected Topics in Humanities	
Total Credit Hours		18

Art History Emphasis

Code	Title	Credit Hours
Three Lower Division Courses		9
ART 1101	Drawing I	3
ART 2302	Art of the Modern World	3
ART 2301	Art of the Pre-Modern World	3
or ART 2303	Art of the Non-Western World	

Three Upper Division Courses		9
Choose three from the following:		9
ART 3101	The Visual Arts and Society	
ART 3401	American Art Visions	
ART 3310	19th and 20th Century Art	
ART 4800	Special Topics in Art (when the course has an art history emphasis)	
ART 4801	Special Topics in Art (when the course has an art history emphasis)	
ART 4802	Special Topics in Art (when the course has an art history emphasis)	
CMS 4310	Film Analysis and Criticism	
CMS 4320	Women and Film	
CMS 4810	Women and the Arts	
HUMN 4800	Selected Topics in Humanities	
Total Credit Hours		18

Communication and Media Studies, BA

The Bachelor of Arts in Communication and Media Studies equips graduates with a solid theoretical and historical understanding of human communication, combined with practical skills in professional writing and speaking. Students in the CMS program may elect to focus their degree studies in Media Production, Communication and Human Relations, or Media and Cultural Studies.

Student organizations that are designed to support, augment, and supplement the educational and professional development of students in the CMS program include the *Bent Tree* (student newspaper), and CSU Radio and Television.

Communication and Media Studies Learning Outcomes

Graduates of the BA program in Communication and Media Studies will demonstrate the following characteristics:

1. Communicate effectively using multiple channels of communication;
2. Conduct primary and secondary research on media products and communicative practices;
3. Critically analyze the aesthetic dimensions and layered meanings of past and present communication and media products;
4. Understand theoretical perspectives on communication, media and global culture;
5. Apply media aesthetics to the production of communication vehicles using appropriate technologies; and,
6. Demonstrate an understanding of ethical theories, professional standards and legal constraints in communication and media environments.

Communication and Media Studies Writing Assessment Requirement

CMS majors and minors are required to pass the CMS Writing Assessment in order to complete the degree. Students are strongly encouraged to take this assessment soon after passing ENGL 1102 English Composition II. A passing score is a prerequisite for several

required CMS courses, so failure to pass the test in a timely manner may result in a delay in graduation. The test is administered at the campus Testing Center and may be repeated, but it is offered only one time per semester.

Students may also fulfill the CMS Writing Assessment Requirement by enrolling in ENGL 3900 Professional & Tech. Writing, passing the course with a C or better, and notifying the Visual and Performing Arts department chair or the CMS Coordinator in writing that they have passed the course and need to have their academic records updated.

Program Requirements

Communication and Media Studies students must earn a grade of C or higher for all courses applied toward upper-division requirements. Upper-division courses are all courses other than those of Areas A through F. 1000- or 2000-level courses used in the upper division are included in this restriction.

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Communication and Media Studies major are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
CMS 2010	Introduction to Media Studies	3
CMS 2100	Introduction to Film	3
<i>Spoken Communication and International Language</i>		6-9
Choose two or three from the following: ¹		
COMM 1110	Public Speaking ²	
FREN 2001	Intermediate French I	
FREN 2002	Intermediate French II	
SPAN 2001	Intermediate Spanish I	
SPAN 2002	Intermediate Spanish II	
<i>Media Production or Aesthetics</i>		6-9
Choose two or three from the following:		
ART 1104	2-D Design/Color Theory	
CMS 2410	Digital Imaging I	
PHIL 2040	Intro to Aesthetics	
FILM 2420	Intro to Field Production	
THEA 1880	Introduction to Acting	
Major Area Core Requirements		24
CMS 3020	Research Methods	3
CMS 3101	Media and Culture	3
CMS 3200	History of Communication	3
COMM 3300	Interpersonal Communication	3
COMM 3210	Communication Theory	3
CMS 3710	Writing for Digital Media	3
CMS 3901	Internship/Practicum for CMS I	3
CMS 4500	Global Contexts in C.M.S.	3
Concentration Requirements		21
Choose one option/concentration from the following:		
CMS Electives Option (p.)		
Media Design and Production Concentration (p. 73)		
Organizational and Corporate Concentration (p. 74)		

Advocacy and Social Justice Concentration (p. 74)	
Minor/Guided Electives	15
Choose 15 hours of guided electives toward completion of a minor (encouraged): ³	
Total Credit Hours	120

- ¹ Foreign Language through the 2002 level is required for the BA in CMS. FREN 1001 Elementary French I/SPAN 1001 Elementary Spanish I may be used in Guided Electives, and it is possible to use 1002/2001/2002-level language courses in the Core Curriculum and Lower Division Major Requirements.
- ² COMM 1110 Public Speaking is a required course for the CMS major. Students receiving credit for COMM 1110 Public Speaking may not receive credit for COMM 1001 Presentational Speaking and COMM 1002 Presentation Applications.
- ³ Up to 9 guided electives may be used for courses with COMM, CMS, and/or JOUR prefixes. No more than 9 hours applied to this area can be 1000-/2000-level courses.

Option/Concentration Requirements (Choose the CMS Electives option or one of the three concentrations below)

Communication and Media Studies Electives Option

Code	Title	Credit Hours
Choose 21 hours from the following:		
Any 3000-4000 level class with a CMS or COMM or JOUR prefix (not designated to be used elsewhere in the upper division requirements),		
ENGL 3800	Intro to Creative Writing	
ENGL 3900	Professional & Tech. Writing	
ENGL 4011	Critical Theory	
THEA 3800	Playwriting	
THEA 4861	Acting for the Camera	
Total Credit Hours		21

Media Design and Production Concentration

Code	Title	Credit Hours
Choose seven courses from the following:		
CMS 3110	Media Industries	
CMS 3400	Communication Law	
CMS 3410	Lighting for Motion Pictures	
CMS 3420	Audio Recording & Sound Design	
CMS 3500	Writing & Editing - Mass Media	
CMS 3560	Introduction to Public Relatio	
CMS 3600	Introduction to Broadcasting	
CMS 3700	Corporate Communication Design	
CMS 3720	New Media Design	
CMS 3903	Advanced Media Production	
CMS 4410	Digital Video Production	
CMS 4450	Digital Video Post-Production	
CMS 4490	Modes of Video Production I	
CMS 4491	Modes of Video Production II	
CMS 4492	Modes of Video Production III	

CMS 4560	Public Relations Prin. & Prac.	
CMS 4650	Audio Podcasting	
CMS 4800	Selected Topics in CMS I (upon approval)	
CMS 4801	Selected Topics in CMS II (upon approval)	
CMS 4802	Selected Topics in CMS III (upon approval)	
CMS 4900	Directed Research in CMS	
COMM 3310	Communication in Context I (upon approval)	
COMM 3311	Communication in Context II (upon approval)	
COMM 3312	Communication in Context III (upon approval)	
COMM 3460	Principles Project Management	
THEA 4460	Voiceover	
THEA 4861	Acting for the Camera	
Total Credit Hours		21

Organizational and Corporate Concentration

Code	Title	Credit Hours
Choose seven courses from the following:		
CMS 3110	Media Industries	
CMS 3400	Communication Law	
CMS 3500	Writing & Editing - Mass Media	
CMS 3550	Introduction to Advertising	
CMS 3560	Introduction to Public Relatio	
CMS 3600	Introduction to Broadcasting	
CMS 3700	Corporate Communication Design	
CMS 3720	New Media Design	
CMS 4560	Public Relations Prin. & Prac.	
CMS 4580	Crisis & Change Communication	
CMS 4610	Social Media	
CMS 4800	Selected Topics in CMS I (upon approval)	
CMS 4801	Selected Topics in CMS II (upon approval)	
CMS 4802	Selected Topics in CMS III (upon approval)	
CMS 4900	Directed Research in CMS	
COMM 3100	Professional Speaking	
COMM 3310	Communication in Context I (upon approval)	
COMM 3311	Communication in Context II (upon approval)	
COMM 3312	Communication in Context III (upon approval)	
COMM 3330	Rhetorical Criticism	
COMM 3340	Persuasion	
COMM 3440	Communication Technologies	
COMM 3460	Principles Project Management	
COMM 4100	Organizational Communication	
COMM 4200	Nonverbal Communication	
COMM 4210	Interracial Communication	
COMM 4510	Intercultural Communication	
ENGL 3900	Professional & Tech. Writing	
Total Credit Hours		21

Advocacy and Social Justice Concentration

Code	Title	Credit Hours
Choose seven courses from the following:		
CMS 3400	Communication Law	
CMS 3500	Writing & Editing - Mass Media	

CMS 3720	New Media Design	
CMS 3110	Media Industries	
FILM 4310	Film Analysis and Criticism	
CMS 4340	Television Criticism	
CMS 4580	Crisis & Change Communication	
CMS 4610	Social Media	
CMS 4800	Selected Topics in CMS I (upon approval)	
CMS 4801	Selected Topics in CMS II (upon approval)	
CMS 4802	Selected Topics in CMS III (upon approval)	
CMS 4820	Media, Rhet, & Social Move I	
CMS 4821	Media, Rhet, & Social Move II	
CMS 4822	Media, Rhet, & Social Move III	
COMM 3310	Communication in Context I (upon approval)	
COMM 3311	Communication in Context II (upon approval)	
COMM 3312	Communication in Context III (upon approval)	
COMM 3330	Rhetorical Criticism	
COMM 3340	Persuasion	
COMM 3600	Democratic Deliberation	
COMM 4020	Argumentation and Debate	
COMM 4600	Organizing for Social Change	
COMM 4510	Intercultural Communication	
COMM 4100	Organizational Communication	
ENGL 3650	Writing for Nonprofits	
POLS 3386	Mass Media and Politics	
Total Credit Hours		21

Communication and Media Studies, Minor

The minor program in Communication and Media Studies focuses on broad-based and adaptable skills that can enrich the lives of graduates in many diverse fields. The ability to write and speak well, the ability to think critically about differing media and modes of communication, the ability to recognize quality in written, visual, and multimedia texts—these are fundamental skills for life within a culture increasingly defined by the movement of information.

Students wishing to declare a minor in CMS will complete the same application process required to become a CMS major. Before admittance to the minor program, students must complete four courses with a combined GPA of at least 2.5:

Code	Title	Credit Hours
ENGL 1102	English Composition II	3
CMS 2010	Introduction to Media Studies	3
CMS 2100	Introduction to Film	3
COMM 1110	Public Speaking	3

In addition, applicants must successfully complete a writing assessment administered by the Testing Center and evaluated by the CMS core faculty. Once these requirements are met, students will be admitted to the CMS minor and will be able to enroll in all upper-division CMS classes.

Students who choose to apply either CMS 2100 Introduction to Film or COMM 1110 Public Speaking toward their General Education core requirements must substitute another course to meet the 18-hour

requirement for the CMS minor. As substitutes, students may use any 3000-level or higher course with a CMS, COMM, or JOUR prefix, except the internship classes CMS 3901 Internship/Practicum for CMS I, CMS 3902 Intern: Training & Instruction, or CMS 3903 Advanced Media Production.

Program Requirements

Code	Title	Credit Hours
Lower Division Requirements		9
CMS 2010	Introduction to Media Studies	3
CMS 2100	Introduction to Film	3
COMM 1110	Public Speaking	3
Upper Division Electives		9
Choose any 3000-level or higher course with a CMS or COMM or JOUR prefix. ¹		
Total Credit Hours		18

¹ Except the internship classes CMS 3901 Internship/Practicum for CMS I, CMS 3902 Intern: Training & Instruction, or CMS 3903 Advanced Media Production.

Corporate Communication, Minor

The Minor in Corporate Communication provides students with understanding of, and preparation for careers in Corporate Communication. This minor:

- Prepares students for entering the workforce or earning advanced degrees in professional areas such as public relations, marketing, advertising, organizational communication and production/design.
- Develops and strengthens students' critical thinking and writing skills for success in all further academic and professional endeavors

The minor focuses on the following Communication and Media Studies learning outcomes:

- Communicate effectively, using multiple channels of communication; and
- Apply media aesthetics to the production of communication vehicles using appropriate technologies.

Program Requirements

Code	Title	Credit Hours
Required Courses		6
Choose two of the following:		
CMS 2410	Digital Imaging I	
CMS 3550	Introduction to Advertising	
CMS 3560	Introduction to Public Relations	
Upper Division Electives		12
Choose four of the following:		
CMS 3110	Media Industries	
CMS 3340	National Cinemas I	
COMM 3460	Principles Project Management	
CMS 3700	Corporate Communication Design	
CMS 3720	New Media Design	
CMS 4560	Public Relations Prin. & Prac.	

CMS 4580	Crisis & Change Communication
CMS 4610	Social Media
CMS 4560	Public Relations Prin. & Prac.
CMS 4800	Selected Topics in CMS I (with approved topic)
COMM 4100	Organizational Communication

Students may apply up to two classes (six hours) from the following list of courses to satisfy the 12-hour Upper Division Elective requirement:

BUSA 3700	Bus. Ethics/Corp. Social Resp.
COMM 3100	Professional Speaking
COMM 3210	Communication Theory
COMM 3300	Interpersonal Communication
COMM 3440	Communication Technologies
CMS 3500	Writing & Editing - Mass Media
ENGL 3650	Writing for Nonprofits
ENGL 4900	Directed Research

Total Credit Hours 18

Film Production, AA

The Associate of Arts degree in Film Production provides an option in addition to the baccalaureate degree for completion of academic credentials in the field of film production, supporting the need for workforce development in Georgia's burgeoning film industry.

The student learning outcomes for the Associate of Arts degree in Film Production are:

- to develop technical skills that are fundamental to on-set film production
- to acquire and model accepted industry practices, including those regarding professional collaborations, safety and ethical standards
- to demonstrate employment marketability in the film industry

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Film Production major are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
CMS 2100	Introduction to Film	3
FILM 2700	History of Cinema	3
FILM 1520	Georgia Film Academy Course I	6
or CMS 2410 & FILM 2420	Digital Imaging I and Intro to Field Production	
Choose two from the following:		
ACCT 2101	Principles of Financial Acct.	
ART 1101	Drawing I	
ART 1104	2-D Design/Color Theory	
BLAW 2106	Legal Environment of Business	
CSCI 1301	Computer Science I	
ECON 2106	Principles of Microeconomics	
FILM 2430	Storyboarding	
THEA 1880	Introduction to Acting	

THEA 2100	Stagecraft	
THEA 2900	Directing	
Total Credit Hours		60

Film Production, BA

The Bachelor of Arts degree in Film Production emphasizes post-production to prepare students for careers in the professional film industry. While the program includes coursework relating to pre-production and production (so that students are introduced to these skills and understand the entire filmmaking process), the post-production focus of this program will help students attain the skills and knowledge necessary to excel in areas of film post-production, such as: storytelling, compositing, editing, visual effects, motion graphics, and sound effects. Course options within the program offer students an opportunity to take courses outside of the film area, perhaps to pursue a minor program that might enhance job marketability.

Film Production Learning Outcomes

Graduates of the BA program in Film Production will demonstrate the following characteristics:

1. Understand critical and creative processes and aesthetic approaches involved in the pre-production, production and post-production phases of film making
2. Develop mastery of technical and artistic skills that are fundamental to filmmaking and video production and post-production—including writing, producing, directing, editing, cinematography, production and audio design
3. Acquire and model accepted industry practices, including those regarding professional collaborations, safety and ethical standards, and demonstration of employment marketability
4. Analyze and critique films representing a broad range of theoretical and historical perspectives

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p. 60)		42
All Core Curriculum requirements for the Film Production major are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
CMS 2100	Introduction to Film	3
FILM 2700	History of Cinema	3
FILM 1520	Georgia Film Academy Course I	6
or CMS 2410 & FILM 2420	Digital Imaging I and Intro to Field Production	
Choose two from the following:		
ACCT 2101	Principles of Financial Acct.	
ART 1101	Drawing I	
ART 1104	2-D Design/Color Theory	
BLAW 2106	Legal Environment of Business	
CSCI 1301	Computer Science I	
ECON 2106	Principles of Microeconomics	
FILM 2430	Storyboarding	
THEA 1880	Introduction to Acting	

THEA 2100	Stagecraft	
THEA 2900	Directing	
Required Upper-Division Courses ¹		30
CMS 3410	Lighting for Motion Pictures	3
CMS 3420	Audio Recording & Sound Design	3
CMS 3820	Screenwriting	3
CMS 4310	Film Analysis and Criticism	3
CMS 4410	Digital Video Production	3
CMS 4450	Digital Video Post-Production	3
FILM 3155	Cinematography	3
FILM 4460	Video Post-Production II	3
FILM 4480	Video Production II	3
FILM 4901	Internship/Exper. Learning I	2
FILM 4904	Portfolio Class	1
Upper Division Electives		24

Group A: Media Production Electives

Choose 15 hours from the following:

CMS 3600	Introduction to Broadcasting
CMS 3720	New Media Design
CMS 4490	Modes of Video Production I
CMS 4491	Modes of Video Production II
CMS 4492	Modes of Video Production III
FILM 3480	Producing
FILM 3490	Directing
FILM 3850	Motion Graphics
FILM 4420	Visual Effects
FILM 4430	Advanced Lighting
FILM 4440	Advanced Visual Effects
FILM 4902	Internship/Exper. Learning II
FILM 4903	Sem in Contemp Filmmaking

Group B: Film Studies Electives

Choose nine hours from the following:

CMS 3340	National Cinemas I
CMS 3341	National Cinemas II
CMS 3342	National Cinemas III
CMS 4320	Women and Film
CMS 4330	Film Genres I
CMS 4331	Film Genres II
CMS 4332	Film Genres III
CMS 4340	Television Criticism
FILM 3350	African American Cinema
FILM 3360	Deconstructing Disney
FILM 3700	Great Directors
FILM 4800	Special Topics I
FILM 4801	Special Topics II
FILM 4802	Special Topics III

Electives 6

Choose courses at any level. A minimum grade of C is required.

Total Credit Hours 120

¹ Film Production students must earn a grade of C or higher for all courses applied toward upper division requirements. Upper division courses are all courses other than those of Areas A-F. Any 1000- or 2000-level courses used in the upper division are included in this restriction.

Film, Minor

The Film Minor prepares students for entering the workforce or earning graduate degrees in professional areas such as film performance, film studies, and film production/design. It develops and strengthens students' production, performance, critical thinking, and writing skills for success in all further academic and professional endeavors.

Program Requirements

Code	Title	Credit Hours
Lower Division Courses		6
Choose one of the following tracks:		
Performance Track (p. 77)		
Studies Track (p. 77)		
Production Track (p. 77)		
Upper-Division Electives		12
Choose four from the following:		
CMS 3340	National Cinemas I	
CMS 3341	National Cinemas II	
CMS 3342	National Cinemas III	
FILM 3350	African American Cinema	
FILM 3360	Deconstructing Disney	
CMS 3410	Lighting for Motion Pictures	
CMS 3420	Audio Recording & Sound Design	
CMS 3720	New Media Design	
CMS 3820	Screenwriting	
CMS 4310	Film Analysis and Criticism	
CMS 4320	Women and Film	
CMS 4330	Film Genres I	
CMS 4331	Film Genres II	
CMS 4332	Film Genres III	
CMS 4410	Digital Video Production	
CMS 4450	Digital Video Post-Production	
CMS 4490	Modes of Video Production I	
CMS 4491	Modes of Video Production II	
CMS 4492	Modes of Video Production III	
FILM 3155	Cinematography	
FILM 3480	Producing	
FILM 3490	Directing	
FILM 3700	Great Directors	
FILM 3850	Motion Graphics	
FILM 4420	Visual Effects	
FILM 4430	Advanced Lighting	
FILM 4440	Advanced Visual Effects	
FILM 4460	Video Post-Production II	
FILM 4480	Video Production II	
FILM 4800	Special Topics I	

FILM 4801	Special Topics II	
FILM 4802	Special Topics III	
FILM 4903	Sem in Contemp Filmmaking	
Total Credit Hours		18

Lower Division Courses

Performance Track

Code	Title	Credit Hours
CMS 2100	Introduction to Film ¹	3
THEA 1880	Introduction to Acting	3
Total Credit Hours		6

Studies Track

Code	Title	Credit Hours
CMS 2100	Introduction to Film ¹	3
FILM 2700	History of Cinema	3
Total Credit Hours		6

Production Track

Code	Title	Credit Hours
CMS 2100	Introduction to Film ¹	3
Choose one from the following:		3
CMS 2410	Digital Imaging I	
FILM 1520	Georgia Film Academy Course I	
FILM 2420	Intro to Field Production	
Total Credit Hours		6

¹ Students who choose to apply CMS 2100 Introduction to Film toward their General Education core requirements must substitute another of the 3-credit Upper-Division Electives to complete the 18-hour Film Minor.

Music Education, BM

The Bachelor of Music in Music Education is a 120-credit comprehensive program that leads to Georgia K-12 teacher certification in music. Clayton State University is an accredited institutional member of the National Association of Schools of Music. All education programs at Clayton State have been approved by the Georgia Professional Standards Commission. Students who successfully complete the EdTPA and GACE assessments will be fully certified to teach music classes in any Georgia K-12 school.

Music Outcomes

- Hear, identify and manipulate with fluency in sound and notation the elements of music such as rhythm, melody, harmony, structure, timbre, and texture
- Demonstrate proficiency in solo and collaborative performance including technical competency, sight-reading, interpretive skill and artistic self-expression
- Think, speak and write clearly and effectively about music
- Develop teaching and coaching skills appropriate to the performance medium

Honor Societies and Clubs

The National Association for Music Education (NAfME) is designed to support, augment, and supplement the educational and professional development of music education majors, as is Mu Phi Epsilon (Coeducational Music Fraternity).

Audition

Students who wish to major in Music Education must successfully audition for members of the faculty. Information about music and music education auditions is available from the office of the Department of Visual and Performing Arts and on the Department's webpage. In addition, students must pass a Sophomore Barrier before enrolling in certain 3000- or 4000-level music courses.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Music Education major are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
MUSC 1011	Music Theory I	3
MUSC 1012	Music Theory II	3
MUSC 1111	Aural Skills I	1
MUSC 1112	Aural Skills II	1
MUSC 1710	Major Ensemble (four semesters)	4
MUSC 2111	Aural Skills III	1
MUSC 2112	Aural Skills IV	1
MUSC 2500	Applied Music Primary (four semesters)	4
Required Courses		60
MUSC 0890	Recital Attendance (six semesters)	0
MUSC 2011	Music Theory III	3
MUSC 2012	Music Theory IV	3
MUSC 2152	Class Piano IV	1
MUSC 2900	Intro. to Music Ed. and Tech.	2
MUSC 3431	Choral Conducting Techniques	1
MUSC 3432	Instr. Conducting Techniques	1
MUSC 3410	Major Ensemble (three semesters)	3
MUSC 3614	Music History Survey I	3
MUSC 3615	Music History Survey II	3
MUSC 3820	Improvisation	1
MUSC 3890	Junior Recital	0
MUSC 3910	Elementary Music Methods	3
MUSC 4500	Applied Music (three semesters)	3
MUSC 4930	Student Teaching	12
EDUC 2110	Invest. Critical/Contem. Issue	3
EDUC 2120	Exploring Socio-Culture	3
EDUC 2130	Exploring Learning & Teaching	3
EDUC 3030	Exploring-Exceptional Learner	3
Choose one of the following emphasis areas:		
Instrumental Music Education (p. 78)		

Vocal Music Education (p. 78)	
Total Credit Hours	120

Required Courses Emphasis Areas

Instrumental Music Education		
Code	Title	Credit Hours
MUSC 1310	Class Voice	1
MUSC 3450	String Methods and Materials	1
MUSC 3451	Brass Methods and Materials	1
MUSC 3452	Percussion Meth and Materials	1
MUSC 3453	Woodwind Methods and Materials	1
MUSC 4922	Inst. Methods and Materials I	2
MUSC 4923	Inst. Methods and Materials II	2
Total Credit Hours		9

Vocal Music Education		
Code	Title	Credit Hours
MUSC 1771	Diction for Singers I	1
MUSC 2771	Diction for Singers II	1
MUSC 4700	Vocal Pedagogy	3
MUSC 4910	Choral Methods and Lit.	2
Choose two from the following:		2
MUSC 3450	String Methods and Materials	
MUSC 3451	Brass Methods and Materials	
MUSC 3452	Percussion Meth and Materials	
MUSC 3453	Woodwind Methods and Materials	
Total Credit Hours		9

Other Music Education Graduation Requirements

- A minimum of 39 hours of 3000- or 4000-level courses is required for graduation.
- No grades of D in upper-division courses are allowed in the Bachelor of Music Education degree program. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction. Additionally:
 - No grades of D are allowed for any MUSC, THEA, or DANC course at any level.
 - No grades of D are allowed for any course for students in the Music Education program.
- Requirements specific to the Music Education Program:
 - To graduate with a BM degree, students must demonstrate proficiency in keyboard skills, in ear training, and in performance, and must attend performances and forums.
 - Students must pass the Sophomore Barrier (usually at the end of the sophomore year) in order to enroll in upper-division music courses.
 - MUSC 2301 Introduction to World Music (Introduction to World Music) must be taken as an elective if not taken in Area C2 of the Core Curriculum.

Admission and Readmission Requirements into the Music Education Certification Program

Students must meet the following criteria before submitting their applications for admission into the teacher education certification program. Contact the Division of Music or the Department of Teacher Education for more information or an application.

1. Admission to Clayton State University. (Transfer students who meet the criteria below may simultaneously submit applications for the University and for teacher education program admission—two separate application forms.)
2. Completion of at least 45 semester hours of college credit (minimum requirement to submit application). Students are required to complete all Area F courses, MUSC 2900 Intro. to Music Ed. and Tech., and MUSC 2301 Introduction to World Music.
3. Grades of A, B, C, or K in all applicable Areas A-F courses. Students must have a grade of C or better in **all** courses required for the degree.
4. A cumulative Institutional Grade Point Average of 2.50.
 - a. A Program Grade Point Average of 2.50 based upon all coursework last attempted in Areas A-F.
 - b. Successful completion of MUSC 2900 Intro. to Music Ed. and Tech. with a grade of C or better with documentation of 35 field experience hours.
 - c. Successful completion of MUSC 2301 Introduction to World Music with a grade of C or better.

In order for a student to be eligible to begin taking upper-division courses in teacher education, the following requirements must be met:

1. Written notification of program acceptance. (Meeting minimum admission standards does not guarantee acceptance.)
2. Completion of *all* Area F courses and a minimum of 24 hours in Areas A-E of the Core Curriculum and MUSC 2900 Intro. to Music Ed. and Tech. and MUSC 2301 Introduction to World Music with grades of A, B, C, or K.
3. Maintenance of the 2.50 or better Program Grade Point Average as explained above and 2.5 or better institutional Grade Point Average.
4. Submit a one-page essay on why you want to be a music teacher.
5. Successful completion of Sophomore Barrier – Music Education.
6. Documentation of teaching observations (this is satisfied in EDUC 2110 Invest. Critical/Contem. Issue, EDUC 2120 Exploring Socio-Culture, or EDUC 2130 Exploring Learning & Teaching at CSU).
7. Completion of the GACE Basic Skills Assessment. The Georgia Professional Standards Commission (GPSC) has adopted the following policy: "Students will be required to pass all sections (reading, writing, and mathematics) of an academic skills test prior to entry into the preparation program for their initial educator certificate as of July 1, 1997." The assessment is GACE Basic Skills Assessment, developed and administered by National Evaluations Systems, Inc. (NES). Contact the Department of Teacher Education for further information. (Note: Testing requirements will be updated in accordance with GPSC regulations.)
8. Signing of an affidavit to show compliance with Professional Standards Commission Standard II.A. (G10): "The education unit/program shall provide information to each candidate about professional ethical standards, background check, and clearance for certification and employment; and ensure that candidates admitted

to the program are persons whose social and ethical behavior is acceptable as an educator." The affidavit form is provided upon formal notification of admission to the program through PEP-C.

9. A background check. (Conducted by Clayton State Public Safety. A \$10.00 processing fee is required and will be at the expense of the applicant.)
10. Provide evidence of liability insurance and successful background check clearance prior to participation in specific field-based or clinical experiences when required.

Application Procedures (Music Education Certification Program)

1. Applicants who meet the criteria explained above should submit a teacher education certification application form and supporting documentation to the Clayton State University Director of Music Education or the Department of Teacher Education. (Application forms are available from the Division of Music Handbook and the Department of Teacher Education.
2. The application deadline for Teacher Education programs is posted in the Department of Teacher Education. (The deadline period is called an admission cycle.)
3. All complete and eligible applications received by the published deadlines will be considered for the available positions in the programs for the appropriate semester. (Complete applications must include all required documentation. The date that an application is completed is not a factor in the admission decision process for applications received by the deadline.)
4. Applicants not admitted during a given admission cycle and individuals who fall below minimum standards after notification of admission may, upon written request to the Department of Teacher Education, have their applications reconsidered during the next admission cycle. Reconsideration is not automatic; written request is required, and additional information may be submitted.
5. Applicants may submit their applications for Fall Semester admission between January 1 and the last Friday in March. Any applications received after the May deadline will be placed on a waiting list in the event a slot in the programs becomes available. Applicants may submit their applications for Spring Semester admission between August 1 and the last Friday in October. Any applications received after the October deadline will be placed on a waiting list in the event a slot in the programs becomes available.
6. Applicants selected for admission during each admission cycle will be notified in writing. The admission notice will indicate a date by which the individual must formally accept or decline admission; those who fail to respond within the allotted time will have their admission offers revoked, and their spaces will be allotted to other eligible applicants.

Satisfactory Academic Progress Requirements

General University policies on good standing and academic and disciplinary probation and suspension apply to the teacher education programs (except that for teacher education the standard is a 2.50 cumulative Program GPA on the last attempt of courses taken to meet program requirements, and a cumulative Institutional GPA of 2.50 rather than a 2.00 Institutional GPA). Due to the sensitive nature of working with children and youth in authentic school settings, the following additional standard applies: Any faculty member or administrator of the

University and/or a cooperating school system may immediately remove a candidate from an on-site setting if, in that person's professional judgment, the candidate has acted in an inappropriate manner involving children or youth. The Coordinator for Educational Field Experiences and/or the Department Head for Teacher Education/Director of Professional Education Programs will investigate the case in an expeditious manner. The department head will issue a written ruling to the candidate with copies to the Dean of Arts and Sciences and the Provost/Vice President for Academic Affairs. Depending on the circumstances, the ruling may include exoneration, admonishment, probation, suspension of reasonable duration, or dismissal. Appeals may be initiated according to established University Academic Appeal policy.

Student Teaching/Senior Internship

In order to be placed in the student teaching/senior year internship within the six partnership school districts, candidates must have in place the following¹:

1. A cumulative Program GPA of 2.50 or higher.
2. A cumulative Institutional GPA of 2.50 or higher.
3. Completion of each course in the program sequence with a grade of C or higher (or K).
4. Endorsement of the junior year by the Professional Education Programs Committee (PEPC).
5. Passage of an updated background check.
6. Renewal of liability insurance coverage.

Course overloads will not be permitted during enrollment in the full-time student teaching/senior internship. The student may only be enrolled in student teaching/senior internship.

¹ The student teaching/senior year internship begins during the first week or pre-planning week at the end of July or beginning of August (fall semester), or when students return to school following winter break (spring semester), depending on the school year calendars.

Teacher Certification

In Georgia, to receive certification to teach, individuals must document having met criteria endorsed by the Georgia Professional Standards Commission, including successful completion of the GACE Content Assessment(s). Fingerprinting and FBI background checks are required for professional employment in Georgia public schools. An applicant for certification in Georgia must comply with the ethical standards of the profession. Additional information and Georgia certification applications are available online at www.gapsc.com (<http://www.gapsc.com>). The Department of Teacher Education will assist students in submitting proper documentation to the Georgia Professional Standards Commission.

Music, BA

The Bachelor of Arts in Music is a 120-credit program that allows students to study music in the context of a liberal arts education. Clayton State University is an accredited institutional member of the National Association of Schools of Music. The Division of Music's mission is to provide:

- Professional preparation for performers, educators, scholars, and creators
- Broad-based liberal arts education in music

- Service to the university and the public through performance and community engagement

Music Outcomes

1. Hear, identify and manipulate with fluency in sound and notation the elements of music such as rhythm, melody, harmony, structure, timbre, and texture
2. Demonstrate proficiency in solo and collaborative performance including technical competency, sight-reading, interpretive skill and artistic self-expression
3. Think, speak and write clearly and effectively about music
4. Develop teaching and coaching skills appropriate to the performance medium

Honor Societies and Clubs

Several honor societies, clubs, and service organizations are designed to support, augment, and supplement the educational and professional development of music students, including Mu Phi Epsilon (Coeducational Professional Music Fraternity) and the National Association for Music Education (NAfME Collegiate).

Admission

Students who wish to major in Music must successfully audition for members of the faculty. Information about music auditions is available from the office of the Department of Visual and Performing Arts and on the Department's webpage. In addition, students must pass a Sophomore Barrier before enrolling in certain 3000- or 4000-level music courses.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Music major are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
MUSC 1011	Music Theory I	3
MUSC 1012	Music Theory II	3
MUSC 1111	Aural Skills I	1
MUSC 1112	Aural Skills II	1
MUSC 1710	Major Ensemble (four semesters)	4
MUSC 2111	Aural Skills III	1
MUSC 2112	Aural Skills IV	1
MUSC 2500	Applied Music Primary (four semesters)	4
Required Courses		24
MUSC 0890	Recital Attendance (six semesters)	0
MUSC 2011	Music Theory III	3
MUSC 2012	Music Theory IV	3
MUSC 2152	Class Piano IV	1
MUSC 3220	Intro to Music Technology	3
MUSC 3614	Music History Survey I	3
MUSC 3615	Music History Survey II	3
MUSC 3820	Improvisation	1
MUSC 4990	Music Capstone	3
<i>Additional Music Courses/Ensembles</i>		

Choose four from the following:	4
MUSC 3410 Major Ensemble	
MUSC 3431 Choral Conducting Techniques	
MUSC 3432 Instr. Conducting Techniques	
MUSC 3510 Chamber Ensembles	
MUSC 3550 Accompanying	
MUSC 3570 Music Drama Workshop	
Performing Arts Electives	18
Choose 18 hours from MUSC, DANC, THEA courses.	
Guided Electives	18
Choose 18 hours from non-MUSC courses.	
Total Credit Hours	120

Other Music Graduation Requirements

1. A minimum of 39 hours of 3000- or 4000-level courses is required for graduation.
2. Students are encouraged, but not required, to use Electives to complete a minor program.
3. No grades of D in upper-division courses are allowed in the Bachelor of Arts in Music degree program. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction. Additionally:
 - a. No grades of D are allowed for *any* MUSC, THEA, or DANC course at any level.
 - b. No grades of D are allowed for *any* course for students in the Music Education program.
4. Requirements specific to the Music Program:
 - a. To graduate with a BA degree, students must demonstrate proficiency in keyboard skills, in ear training, and in performance, and must attend performances and forums.
 - b. Students must pass the Sophomore Barrier (usually at the end of the sophomore year) in order to enroll in upper-division music courses.
 - c. MUSC 2301 Introduction to World Music must be taken as an elective if not taken in Area C2 of the Core Curriculum.

Music, Minor

The following are courses required in the minor in music. Be sure to check for pre-requisite course requirements and co-requisite requirements.

Program Requirements

Code	Title	Credit Hours
MUSC 2011	Music Theory III	3
MUSC 2111	Aural Skills III	1
MUSC 1500	Applied Music Secondary (choice must be taken for four semesters)	4
or MUSC 2400	Applied Music Secondary	
MUSC 0890	Recital Attendance (four semesters)	0
MUSC 1151	Class Piano I	1
MUSC 2301	Introduction to World Music (can be taken in area C2)	3
MUSC 3614	Music History Survey I	3

or MUSC 3615 Music History Survey II

Choose any Upper Division Music Courses (except any pedagogy course or music technology).	6
Total Credit Hours	21

Additional information

Students wishing to minor in music must audition before the music faculty prior to being accepted into the program and registering for music courses.

Theatre, BA

The Bachelor of Arts in Theatre is a versatile program that allows students to pursue theatre studies in the context of a liberal arts education. It prepares students for careers in the professional Theatre community and furnishes them with the tools for creating new work and making a significant impact on Theatre in our region and state.

Theatre Outcomes

1. Recognize and interpret subject matter and history of theatre: major works, issues, and movements
2. Demonstrate competent oral and written communication skills in one or more of the following area: acting, directing, playwriting, technical theatre
3. Assess and employ theatrical concepts in decision-making and critical esthetic judgment
4. Recognize and demonstrate practical skills required in professional theatre settings

Honor Societies and Clubs

The Fairly Odd Players is a student organization for theatre majors designed to support, augment, and supplement their educational and professional development.

Audition

Students who wish to major in Theatre must successfully audition for members of the faculty. Information about theatre auditions is available from the office of the Department of Visual and Performing Arts and on the program's webpage.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Performing Arts major are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
THEA 1100	Introduction to Theatre	3
THEA 1880	Introduction to Acting	3
THEA 1890	Theatre Laboratory	0
THEA 1990	Play Development	3
THEA 2900	Directing	3
<i>Choose two from the following (6 credit hours):</i>		
THEA 1700	Introduction to Theatre Design	
THEA 2100	Stagecraft	

THEA 2990	Intermediate Play Development	
Required Courses		30
THEA 3901	Theatre Internship/Practicum I	3
THEA 4500	Capstone Project	3
<i>Choose six courses from the following: (24 credit hours)</i>		
THEA 3800	Playwriting	
THEA 3880	Acting 2	
THEA 3902	Theatre Internship/Prac II	
THEA 3903	Theatre Internship/Prac III	
THEA 3991	Advanced Play Development I	
THEA 3992	Advanced Play Development II	
THEA 3993	Advanced Play Development III	
THEA 4101	Theatre Concepts I	
THEA 4111	Theatre Concepts II	
THEA 4121	Theatre Concepts III	
THEA 4102	Lighting Design	
THEA 4103	Set Design	
THEA 4104	Costume Design	
THEA 4511	World Theatre	
THEA 4800	Selected Topics I	
THEA 4801	Selected Topics II	
THEA 4802	Selected Topics III	
THEA 4880	Acting Styles	
Performing Arts Electives		18
Choose 18 hours from THEA, MUSC, DANC courses		
Guided Electives		18
Choose 18 hours from non-THEA courses		
Total Credit Hours		120

Other Program-Specific Graduation Requirements

1. A minimum of 39 hours of 3000- or 4000-level courses is required for graduation.
2. Students are encouraged, but not required, to use Electives to complete a minor program.
3. Students pursuing the major in Theatre may not apply more than 27 MUSC credit hours toward graduation.
4. No grades of D in upper-division courses are allowed in the Bachelor of Theatre degree program. Upper-division courses are all courses other than those of Areas A through F of the core curriculum. 1000- or 2000-level courses used in the upper division are included in this restriction. Additionally, no grades of D are allowed for *any* MUSC, THEA, or DANC course at any level.
5. Additional requirements:
 - a. Theatre Laboratory is a requirement for students. Students must take six semesters of this course. Transfer students are required to take one semester of Theatre Laboratory for every 20 hours of coursework remaining.
 - b. Students who change their majors to a BA in Theatre are also required to take one semester of Theatre Laboratory for every 20 hours of coursework remaining.

Theatre, Minor

The following are courses required in the minor in theatre. Be sure to check for pre-requisite and co-requisite course requirements.

Program Requirements

Code	Title	Credit Hours
Required Courses		9
THEA 1100	Introduction to Theatre	3
THEA 1880	Introduction to Acting	3
THEA 2900	Directing	3
Upper Division Courses		9
Choose any three (3) three-hour 3000- or 4000-level THEA courses.		
Total Credit Hours		18

College of Business

Administrative Officers

Jacob Chacko, *Dean*

Margaret Thompson, *Associate Dean*

Reza Kheirandish, *Chair, Department of Accounting, Business Law, Economics, & Finance*

Keith Miller, *Chair, Department of Management*

George Nakos, *Chair, Department of Marketing & Supply Chain Management*

Tameka Womack, *MBA Director*

The College of Business at Clayton State University is accredited by AACSB International (The Association to Advance Collegiate Schools of Business). This prestigious accreditation represents the highest standard of achievement for business schools worldwide. Founded in 1916 by seventeen of the nation's premier business schools, AACSB is the longest serving global accrediting body for business schools and is committed to quality and continuous improvement in management education. Clayton State is part of the elite group that makes up only about five percent of the world's business schools.

To earn AACSB accreditation, a business school must undergo meticulous internal and external review, evaluation, and adjustment—a process that can take from three to seven years. All accredited schools have a commitment to continuous improvement, scholarly output, and maintaining curricula that is responsive to the needs of business.

Vision

The vision of the College of Business is to *be known for our model of Impactful Engagement, and Career-Based Curricula*.

Mission

The mission of the College of Business is to develop business professionals through Impactful Engagement, Career-focused Curricula, and Dedicated Faculty, Staff, and Strategic Partners.

Goals

Our goals are to:

- Ensure Impactful Engagement
- Implement Career-based Curricula

- Emphasize Faculty and Staff Development
- Launch a Comprehensive Communication Plan

Values

Our Values are:

- Integrity
- Transparency
- Innovation
- Collegiality
- Excellence

Outcomes

The BBA curriculum is designed to enable all graduates to meet the following learning outcomes that apply to all majors. In addition, each major within the BBA has additional field-specific learning outcomes that are listed with the appropriate curricula later in this section. BBA graduates will demonstrate the following Program Outcomes (PO) and supporting Program Learning Outcomes (PLO):

PO1: Our Graduates will be Career Ready.

PLO #1a. Critical Thinking: Our Graduates will practice making effective, evidence-based decisions.

PLO #1b. Oral Communication: Our Graduates will speak effectively in business settings.

PLO #1c. Written Communication: Our Graduates will write effectively in business settings.

PLO #1d. Teamwork/Collaboration: Our Graduates will apply the principles of effective teamwork.

PLO #1e. Technological Agility: Our Graduates will use current and emerging technologies in decision-making.

PLO #1f. Leadership: Our Graduates will demonstrate the ability to initiate, organize, lead others.

PLO #1g. Ethics: Our Graduates will differentiate ethical and unethical practices in decision making.

PLO #1h. Career Management: Our Graduates will identify and practice effective career management skills (Career Spine).

PO #2. Students will be able to apply business concepts to decision-making in a business environment.

PLO #2a. Accounting: Our graduates will be able to identify, analyze, and record basic business transactions, prepare, analyze and interpret the general-purpose financial statements, and analyze and interpret costs for planning, performance measurement, and other management decision-making purposes.

PLO #2b. Economics: Our graduates will be able to identify the basic economic concepts and apply the basic macroeconomics and microeconomics models to their decision-making process.

PLO #2c. Finance: Our students will be able to apply basic finance concepts to evaluate real and financial investments.

PLO #2d. Marketing: Our graduates will be able to recognize the role of marketing in the business environment. They will also be able to understand and identify the importance of product strategy,

pricing strategy, distribution strategy, and promotion strategy to the success of business enterprise.

PLO #2e. Management: Our graduates will demonstrate knowledge and understanding of the basic functions of management and their supporting principles, concepts, and tools.

PLO #2f. Business Law: Our graduates will be able to identify the concepts of the legal business environment and synthesize these concepts of law into the challenges that people encounter in business and society.

PLO #2g. Global: Our graduates will be able to understand the importance of the global business environment to the success of a business enterprise.

PLO #2h. Quantitative: Apply operations, supply chain management, and statistical techniques to make business decisions and solve quantitative problems.

PLO #2i. Information Systems: Demonstrate a basic level of knowledge of spreadsheet and database software applications.

Faculty

The faculty in the College of Business are organized into three departments:

- Accounting, Business Law, Economics, and Finance
- Management
- Marketing and Supply Chain Management

Honor Societies and Clubs

Among the honor societies, clubs, community activities, and service organizations designed to support, augment, and supplement the educational and professional development of Business students are the Accounting Club, APICS Student Supply Chain Roundtable, Beta Gamma Sigma, Entrepreneurship Club, Financial Executives International, Financial Management Association (FMA), Marketing Club, Society for the Advancement of Management (SAM), and Society for Human Resource Management (SHRM).

Admission Requirements

Students intending to enroll in the BBA program must meet all university admission and academic requirements. Following acceptance by Clayton State University, students enrolling in the BBA program must select a specific major (Accounting, General Business, Management, Marketing, or Supply Chain Management). If a student is uncertain which BBA major they want to study, the General Business major should be selected. Students will be able to change their major from General Business to any of the other BBA majors at any time in the future.

College-Specific Academic Requirements

Students in a BBA major must meet all University admission, academic progression, and graduation requirements (see the Graduation Requirements section). In addition, the Bachelor of Business Administration (BBA) has the following program-specific requirements:

Residency Requirements

In addition to general Clayton State baccalaureate residency requirements, the BBA has the following additional restrictions:

1. At least 30 hours of business courses must be taken at Clayton State University. Business courses are defined as any course with the following prefixes:
 - a. ACCT, BLAW, FINA, MGMT, MKTG, SCML, BUSA (except BUSA 3101)
 - b. ECON 2105 Principles of Macroeconomics, ECON 2106 Principles of Microeconomics, and BUSA 3101 Business Statistics cannot be counted toward the residency requirement.
2. At least 21 of the 30 hours of business courses must be upper division.
3. Of the 21 upper division business hours that must be taken from Clayton State University, the following must be included:
 - a. MGMT 4750 Strategic Management;
 - b. for Accounting majors, at least 12 hours of ACCT prefix numbered higher than ACCT 2102 Principles Managerial Acct.;
 - c. for Management majors, at least 12 hours of MGMT prefix numbered higher than MGMT 3101 Mgmt. Prin. & Org. Behavior;
 - d. for Marketing majors, at least 12 hours of MKTG prefix numbered higher than MKTG 3101 Principles of Marketing;
 - e. for General Business majors, at least 12 hours of business courses numbered higher than MGMT 3101 Mgmt. Prin. & Org. Behavior (not counting MGMT 4750 Strategic Management).
 - f. for Supply Chain Management majors, at least 12 hours of business courses numbered higher than MGMT 3101 Mgmt. Prin. & Org. Behavior.

Lower Division Major Requirements (Area F) Grades

- Students must earn a grade of C or better in all Lower Division Major Requirements (Area F) courses.

Upper Division Grades

- All upper division BBA courses (including transfer courses) applied toward graduation (except for non-business electives) must be completed with a grade of C or better (or K). (K grade is given for credit by examination, e.g., CLEP).

Transfer Credit

- The Office of the Registrar normally accepts equivalent or substitutable transfer courses toward graduation at Clayton State University; however, the College reserves the right to determine whether credit earned at other institutions can be applied toward graduation. Acceptance of transfer credit by the University does not guarantee that it will be applied toward BBA requirements. In general, credit for courses completed at other institutions must have been taken at the same level as the equivalent course at Clayton State University.

Prerequisites

- Students should pay careful attention to course prerequisites in order to sequence courses appropriately in their programs of work. This is especially important at the sophomore-junior transition and as students near the end of their graduation requirements. All business prerequisites for College of Business courses require that a student earn a grade of C or better (or K) in the prerequisite business courses before the student may take a course requiring the prerequisite. *A student may be removed from any course for which he or she has not met the prerequisite.* College of Business Administrators have the authority to waive prerequisites for College of Business courses.

Policy on credit by exam in business courses for BBA majors

- For the BBA, grades of K (credit by exam such as CLEP) will be accepted only for Macroeconomics (ECON 2105 Principles of Macroeconomics), Microeconomics (ECON 2106 Principles of Microeconomics), Financial Accounting (ACCT 2101 Principles of Financial Acct.), Management Principles (MGMT 3101 Mgmt. Prin. & Org. Behavior), and Principles of Marketing (MKTG 3101 Principles of Marketing). Transfer students will be required to meet the same criteria as Clayton State University students. (CLEP credit for other business courses may be allowed in non-BBA majors. Contact the appropriate college for details.)

Satisfactory Academic Progress Requirements

All normal University policies on academic standing (probation, suspension, dismissal, and course repeats) apply to the College of Business.

Minor Requirements

Students are limited to two minors per degree program. Minor requirements must be completed within a student degree program to be documented on a student's transcript. A minimum of six semester hours of minor requirements must be complete at Clayton State University. Students pursuing two minors must have at least six hours that are not used in the other minor. The grade of a C or higher is required for all business minor courses. Students pursuing a minor in business must meet all necessary pre-requisites for business courses. Students pursuing a business minor need to complete a Change/Addition of Minor Form available on the Registrar's website (<https://www.clayton.edu/registrar/Forms>). Students will also need to submit a minor supplement form by the appropriate deadline as part of the graduation application process.

Programs Instructional Organization

The College of Business is composed of several academic programs and offers the following undergraduate degrees. Graduate degree programs can be found under the School of Graduate Studies (p. 119).

- Department of Accounting, Business Law, Economics, and Finance (p. 85)
 - Accounting, BBA (p. 85)
 - Accounting, Minor (p. 87)
 - Business Economics, Minor (p. 87)
 - Finance, Minor (p. 87)
- Department of Management (p. 87)
 - Business for Non-BBA Majors, Minor (<https://catalog.clayton.edu/academic-catalog/business/management/business-non-bba-majors-minor>)
 - Entrepreneurship and Innovation, Minor (p. 88)
 - General Business, BBA (<https://catalog.clayton.edu/academic-catalog/business/management/general-business-bba>)
 - Management, BBA (p. 88)
- Department of Marketing and Supply Chain Management (p. 89)
 - Marketing, BBA (p. 90)
 - Marketing, Minor (p. 91)

- Professional Sales, Minor (p. 92)
- Supply Chain Management, BBA (p. 92)
- Supply Chain Management, Minor (p. 93)

Advising

The Center for Advising and Retention is responsible for assisting student with the development of an academic program, career plan, and academic success strategies. The office exists to provide advisement to ensure that students meet graduation requirements in a timely fashion and are informed of the program and services available to them at Clayton State University.

Center for Advising Retention
Magnolia Hall, Room 143
2000 Clayton State Boulevard
Morrow, GA 30260
(678) 466-4081

Department of Accounting, Business Law , Economics, and Finance

General Information

Dr. Reza Kheirandish, Chair
RezaKheirandish@clayton.edu

Overview

The Department of Accounting, Business Law, Economics and Finance is dedicated to providing students with the foundation for careers in Accounting as well as familiarizing them with the foundation of Business Law, Economics, Finance, public policy, and regional development. In addition, we provide students who are interested in continuing their education in graduate school with a strong foundation to successfully pursue a Master's or Doctorate degree.

Accounting is the language of business. The accounting profession offers boundless opportunities for students to build exciting and rewarding careers. Accounting assesses the bottom-line of all types of organizations and businesses. Accounting systems capture, summarize, and report financial information for use in charting an organization's future. In short, accounting provides "big picture thinking" and an understanding of how financial data impacts every aspect of any organization.

Programs

Baccalaureate Programs

- Accounting, BBA (p. 85)

Minor Programs

- Accounting, Minor (p. 87)
- Business Economics, Minor (p. 87)
- Finance, Minor (p. 87)

Faculty

Khamis M. Bilbeisi
Kate Cotter-Reilly

Iryna Hayduk
Reza Kheirandish
Chen-Miao Lin
Lawrence Menter
C. R. Narayanaswamy
Adel M. Novin
Lou X. Orchard
Andrew Sbaraglia
Jesse A. Zinn

Accounting, BBA

Consistent with the mission of the College of Business, the mission of the Accounting Discipline is to prepare students for professional careers in Accounting. In addition to the BBA Learning Outcomes, upon successful completion of the program, Accounting majors will be able to demonstrate:

1. Employ technical competence in the Discipline's functional areas of:
 - a. Financial Accounting and Reporting
 - b. Managerial Cost Accounting
 - c. Income Taxation
 - d. Accounting Information Systems
 - e. Auditing and Assurance Services
2. Develop skills in application of accounting software and other business software for processing accounting information.
3. Apply knowledge of ethical concerns and recognition of other ongoing issues and practices in the accounting profession.
4. Demonstrate career readiness.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Accounting degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
ACCT 2101	Principles of Financial Acct.	3
ACCT 2102	Principles Managerial Acct.	3
BLAW 2106	Legal Environment of Business	3
BUSA 1105	Introduction to Business	3
CPTG 2201	Adv. Computer Applications	3
ECON 2105	Principles of Macroeconomics ¹	3
or ECON 2106 Principles of Microeconomics		
Upper Division Core Requirements		21
BUSA 3101	Business Statistics	3
FINA 3101	Corporate Finance	3
MGMT 3101	Mgmt. Prin. & Org. Behavior	3
MGMT 3120	Managerial Communication	3
MKTG 3101	Principles of Marketing	3
MKTG 3420	Global Business	3
MGMT 3102	Performance/Quality Management	3
Required Accounting Major Courses		21
ACCT 3110	Managerial Cost Accounting	3
ACCT 3250	Taxation of the Individual	3
ACCT 3351	Intermediate Financial Acct. I	3

ACCT 3352	Interm. Financial Acct. II	3	MGMT 4320	Creativity & Mgmt. of Change	
ACCT 4330	Accounting Information Systems	3	MGMT 4403	International Management	
ACCT 4480	Auditing & Assurance Services	3	MGMT 4510	Legal Issues in Human Resource	
ACCT 4850	Acct. Intern./Cooperative Educ	3	MGMT 4800	Selected Topics in Management	
or ACCT 4851	Accounting Internship/Cooperat		MGMT 4850	Internship/Cooperative Educ.	
or ACCT 4852	Accounting Internship/Cooperat		MGMT 4851	Internship/Cooperative Educ.	
Accounting Major Electives			MGMT 4852	Internship/Cooperative Educ.	
Choose two from the following:		6	MKTG 3100	Personal Marketing	
ACCT 4110	Advanced Managerial Cost Acct.		MKTG 3302	Consumer Behavior	
ACCT 4210	Volunteer Income Tax Prep.		MKTG 3312	Services Marketing	
ACCT 4250	Taxation of Business Entities		MKTG 3520	Negotiation and Conflict Mgmt.	
ACCT 4352	Advanced Financial Accounting		MKTG 4104	Marketing Research & Analysis	
ACCT 4440	Govern. and Non-Profit Acct.		MKTG 4106	Advertising and Promotion Stra	
ACCT 4470	Forensic Accounting		MKTG 4200	Sports Marketing	
Choose three credit hours from the following: ²		3	MKTG 4207	Professional Selling	
ACCT 4110	Advanced Managerial Cost Acct.		MKTG 4310	Sales Management	
ACCT 4210	Volunteer Income Tax Prep.		MKTG 4320	Business to Business Sales	
ACCT 4250	Taxation of Business Entities		MKTG 4420	International Marketing	
ACCT 4352	Advanced Financial Accounting		MKTG 4510	Retailing	
ACCT 4440	Govern. and Non-Profit Acct.		MKTG 4710	Entertainment Marketing	
ACCT 4470	Forensic Accounting		MKTG 4750	Marketing Management	
ACCT 4800	Selected Topics in Accounting		MKTG 4800	Selected Topics in Marketing	
ACCT 4850	Acct. Intern./Cooperative Educ		MKTG 4850	Internship/Cooperative Educ.	
ACCT 4851	Accounting Internship/Cooperat		MKTG 4851	Internship/Cooperative Educ.	
ACCT 4852	Accounting Internship/Cooperat		MKTG 4852	Internship/Cooperative Educ.	
ACCT 4900	Indep. Study/Directed Research		SCML 3105	Intro to Transportation & Log.	
ACCT 4901	Indep. Study/Directed Research		SCML 3106	Principles-Supply Chain Mgmt	
ACCT 4902	Indep. Study/Directed Research		SCML 3580	Operations and Warehouse Mgmt	
BLAW 3370	Intermediate Business Law		SCML 4105	Global Sourcing in SCM	
BUSA 3700	Bus. Ethics/Corp. Social Resp.		SCML 4170	Financial Issues in SCM	
BUSA 3800	Selected Topics in Business		SCML 4750	Performance Measurement in SCM	
BUSA 4850	Internship/Cooperative Educati		Subtotal		171
BUSA 4851	Internship/Cooperative Educati		Business Capstone		3
BUSA 4852	Internship/Cooperative Educati		MGMT 4750	Strategic Management	3
BUSA 4900	Indep. Study/Directed Research		Non-Business Courses		6
BUSA 4901	Indep. Study/Directed Research		Choose six hours of non-business electives. ³		
BUSA 4902	Indep. Study/Directed Research		Total Credit Hours		120
ECON 4103	Monetary Economics		¹ ECON 2105 Principles of Macroeconomics should be taken in area E4 or as a free elective.		
ECON 4320	Economics of Innovation		² Students pursuing CPA certification in Georgia are encouraged to take the 3 credit hours with ACCT prefix. A course will not be credited twice. Courses taken to satisfy the requirements in the preceding section may not be used again to satisfy this section.		
ECON 4501	International Economics		³ ECON 2105 Principles of Macroeconomics must be taken as a non-business elective if not taken to satisfy the area E4 requirement. Non-Business Electives must be three credit hour courses and cannot be courses with the following prefixes: ACCT, AVEL, AVMT, BUSA, BLAW, CAPL, CNET, CITZ, CSOR, CCSU, CSU, DSGN, ELEC, EMS, EXLA, EXLI, EXLP, FINA, HDSK, HFMTG (Physical Education), MKMC, MGMT, MKTG, MEDA, OFFC, OMED, PARA, PHED, RGTE, RGTR, READ, TECH, TELE, WCOM, WLAB.		
ECON 4601	Entertainment & Sports Economi		Students are encouraged to check the Georgia State Board of Accountancy (https://gsba.georgia.gov/) for information regarding CPA		
ECON 4644	Managerial Economics				
ECON 4800	Selected Topics in Economics				
FINA 3100	Personal Financial Management				
FINA 4101	Investments				
FINA 4102	Intermediate Finance				
FINA 4103	Money-Bank.: Domestic & Intl.				
MGMT 4101	Human Resource Management				
MGMT 4102	Organizational Behavior				
MGMT 4111	Leadership				
MGMT 4250	Women in Leadership				
MGMT 4311	Entrepreneurship				

requirements. (Please check the FAQ section of GSBA website for more details).

Business Economics, Minor

The minor in Business Economics is designed to serve both business and non-business majors. Students majoring in non-business fields can benefit by understanding basic economics concepts. An economics minor is a good option for law, political science, journalism, communications, education, finance, management, supply chain management, engineering, IT, and marketing, to name a few. A minor in economics prepares students to be a more informed citizens and better-prepared consumers.

Program Requirements

Code	Title	Credit Hours
Core Courses		6
ECON 2105	Principles of Macroeconomics	3
ECON 2106	Principles of Microeconomics	3
Required Courses		9
ECON 4103	Monetary Economics	3
ECON 4501	International Economics	3
ECON 4644	Managerial Economics	3
Elective Courses		3
Choose one of the following:		
BUSA 3101	Business Statistics	
ECON 4320	Economics of Innovation	
ECON 4601	Entertainment & Sports Economi	
ECON 4800	Selected Topics in Economics	
Any other 2000 level or higher ECON course offered by the College of Business		
Total Credit Hours		18

Finance, Minor

The minor in Finance is offered to both Business and Non-Business majors. It is designed to introduce the students to a wide range of finance topics. Students can choose courses to satisfy their interests as well as acquire skills to enhance their job opportunities. The benefit of a Finance minor can be personal as well as professional; topics such as time value of money, annuities, compounding interest, and amortization tables are an integral part of preparing for a financially stable future.

Program Requirements

Code	Title	Credit Hours
Required Courses		3
FINA 3101	Corporate Finance	3
Elective Courses		12
Choose four of the following:		
ACCT 3351	Intermediate Financial Acct. I	
FINA 3100	Personal Financial Management	
FINA 4101	Investments	
FINA 4102	Intermediate Finance	

FINA 4103 Money-Bank.: Domestic & Intl.

Total Credit Hours 15

Accounting, Minor

The minor in Accounting is designed to serve both business and non-business majors. The minor in Accounting will provide non-accounting majors with a comprehensive foundation in financial and managerial cost accounting critical for understanding a company's internal and external financial reports, knowledge and skills in individual income taxation, and ability to perform and complete various tax forms and tasks.

Code	Title	Credit Hours
Required Accounting Courses		15
ACCT 2101	Principles of Financial Acct.	3
ACCT 2102	Principles Managerial Acct.	3
ACCT 3110	Managerial Cost Accounting	3
ACCT 3250	Taxation of the Individual	3
ACCT 3351	Intermediate Financial Acct. I	3
Accounting Elective Courses		3
Choose one course from the following list:		
ACCT 4110	Advanced Managerial Cost Acct.	
ACCT 4250	Taxation of Business Entities	
ACCT 3352	Interm. Financial Acct. II	
ACCT 4330	Accounting Information Systems	
ACCT 4440	Govern. and Non-Profit Acct.	
ACCT 4850	Acct. Intern./Cooperative Educ or ACCT 485 Accounting Internship/Cooperat or ACCT 485 Accounting Internship/Cooperat	
ACCT 4210	Volunteer Income Tax Prep.	
ACCT 4470	Forensic Accounting	
Total Credit Hours		18

Department of Management

General Information

Dr. Keith Miller, Chair
KeithMiller@clayton.edu

Overview

The Department of Management curriculum emphasizes the integrative nature of the management discipline in planning, organizing, directing, and controlling contemporary profit and non-profit organizations. Department offerings include general management, leadership, human resources, management science, and strategic management to provide the student with modern analytic concepts, tools, and techniques that can be used as aids to managerial decision-making. The impacts of the international environment, social responsibilities of managers, and career opportunities for management graduates receive special attention across the broad range of management courses. Various teaching methods are used in an effort to bring reality to classroom considerations of relevant business problems. The Department of Management offers a BBA in Management, a BBA in General Business, and several management-related area minors. The program in General Business provides students with a thorough exposure to the different

areas of business administration while permitting wide latitude in the selection of additional courses according to individual interests.

Programs

Baccalaureate Programs

- General Business, BBA (<https://catalog.clayton.edu/academic-catalog/business/management/general-business-bba>)
- Management, BBA (p. 88)

Minor Programs

- Business for Non-BBA Majors, Minor (<https://catalog.clayton.edu/academic-catalog/business/management/business-non-bba-majors-minor>)
- Entrepreneurship and Innovation, Minor (p. 88)

Faculty

Louis F. Jourdan, Jr.

Kenneth Kungu

Keith Miller

Judiffier Peterson

Leon Prieto

Michael Smith

Margaret Thompson

Vinod Vincent

Entrepreneurship and Innovation, Minor

The Entrepreneurship and Innovation minor is designed for individuals who may want to start a business, create a new product, or identify a service niche. Students will develop skills such as how to conduct a market analysis, present an investment pitch, write a business plan, and formulate a budget. The ability to generate innovative growth is in great demand throughout various industries. This minor is designed to serve both business and non-business majors.

This minor is designed to serve both business and non-business majors.

Program Requirements

Code	Title	Credit Hours
Required Courses		
MGMT 3101	Mgmt. Prin. & Org. Behavior	3
MKTG 3101	Principles of Marketing	3
MGMT 4311	Entrepreneurship	3
MGMT 4312	Social Innovation and Entrepre	3
MGMT 4320	Creativity & Mgmt. of Change	3
Total Credit Hours		15

Management, BBA

Consistent with the mission of the College of Business, the mission of the Management Discipline is to provide a broad-based undergraduate curriculum designed to prepare students for careers involving leadership and management.

In addition to the BBA Learning Outcomes, upon successful completion of the program, Management majors will be able to:

1. Demonstrate career readiness.
2. Apply business concepts to decision-making in a business environment.
3. Demonstrate the core management and business skills required to formulate and execute a business strategy in a dynamic and competitive business

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Management Core Curriculum requirements are shown in the suggested degree program.		
Lower Division Major Requirements (Area F)		18
ACCT 2101	Principles of Financial Acct.	3
ACCT 2102	Principles Managerial Acct.	3
BLAW 2106	Legal Environment of Business	3
BUSA 1105	Introduction to Business	3
CPTG 2201	Adv. Computer Applications	3
ECON 2105	Principles of Macroeconomics ¹	3
	or ECON 2106 Principles of Microeconomics	
Upper Division Business Core Requirements		21
BUSA 3101	Business Statistics	3
FINA 3101	Corporate Finance	3
MGMT 3101	Mgmt. Prin. & Org. Behavior	3
MGMT 3120	Managerial Communication	3
MKTG 3101	Principles of Marketing	3
MKTG 3420	Global Business	3
SCML 3102	Operations & Supply Chain Mgmt	3
Required Management Major Courses		12
MGMT 4101	Human Resource Management	3
MGMT 4102	Organizational Behavior	3
MGMT 4111	Leadership	3
MGMT 4850	Internship/Cooperative Educ.	3
	or MGMT 4851 Internship/Cooperative Educ.	
	or MGMT 4852 Internship/Cooperative Educ.	
Management Electives ²		18
For Business courses, select from among		
ACCT 3110	Managerial Cost Accounting	
ACCT 3250	Taxation of the Individual	
ACCT 3351	Intermediate Financial Acct. I	
ACCT 3352	Interm. Financial Acct. II	
ACCT 4110	Advanced Managerial Cost Acct.	
ACCT 4210	Volunteer Income Tax Prep.	
ACCT 4250	Taxation of Business Entities	
ACCT 4330	Accounting Information Systems	
ACCT 4352	Advanced Financial Accounting	
ACCT 4440	Govern. and Non-Profit Acct.	
ACCT 4470	Forensic Accounting	
ACCT 4480	Auditing & Assurance Services	
ACCT 4800	Selected Topics in Accounting	

ACCT 4850	Acct. Intern./Cooperative Educ
ACCT 4851	Accounting Internship/Cooperat
ACCT 4852	Accounting Internship/Cooperat
ACCT 4900	Indep. Study/Directed Research
ACCT 4901	Indep. Study/Directed Research
ACCT 4902	Indep. Study/Directed Research
BLAW 3370	Intermediate Business Law
BUSA 3700	Bus. Ethics/Corp. Social Resp.
BUSA 3800	Selected Topics in Business
BUSA 4850	Internship/Cooperative Educati
BUSA 4851	Internship/Cooperative Educati
BUSA 4852	Internship/Cooperative Educati
BUSA 4900	Indep. Study/Directed Research
BUSA 4901	Indep. Study/Directed Research
BUSA 4902	Indep. Study/Directed Research
ECON 4103	Monetary Economics
ECON 4320	Economics of Innovation
ECON 4501	International Economics
ECON 4601	Entertainment & Sports Economi
ECON 4644	Managerial Economics
ECON 4800	Selected Topics in Economics
FINA 3100	Personal Financial Management
FINA 4101	Investments
FINA 4102	Intermediate Finance
FINA 4103	Money-Bank.: Domestic & Intl.
MGMT 3520	Negotiation and Conflict Mgmt.
MGMT 4250	Women in Leadership
MGMT 4311	Entrepreneurship
MGMT 4320	Creativity & Mgmt. of Change
MGMT 4403	International Management
MGMT 4510	Legal Issues in Human Resource
MGMT 4800	Selected Topics in Management
MGMT 4850	Internship/Cooperative Educ.
MGMT 4851	Internship/Cooperative Educ.
MGMT 4852	Internship/Cooperative Educ.
MKTG 3100	Personal Marketing
MKTG 3302	Consumer Behavior
MKTG 3312	Services Marketing
MKTG 3520	Negotiation and Conflict Mgmt.
MKTG 4104	Marketing Research & Analysis
MKTG 4106	Advertising and Promotion Stra
MKTG 4111	Digital Marketing
MKTG 4112	Social Media Marketing
MKTG 4200	Sports Marketing
MKTG 4207	Professional Selling
MGMT 4312	Social Innovation and Entrepre
MKTG 4310	Sales Management
MKTG 4320	Business to Business Sales
MKTG 4420	International Marketing
MKTG 4510	Retailing
MKTG 4710	Entertainment Marketing
MKTG 4750	Marketing Management

MKTG 4800	Selected Topics in Marketing	
MKTG 4850	Internship/Cooperative Educ.	
	or MKTG 4851	Internship/Cooperative Educ.
	or MKTG 4852	Internship/Cooperative Educ.
SCML 3105	Intro to Transportation & Log.	
SCML 3106	Principles-Supply Chain Mgmt	
SCML 3580	Operations and Warehouse Mgmt	
SCML 4105	Global Sourcing in SCM	
SCML 4170	Financial Issues in SCM	
SCML 4750	Performance Measurement in SCM	
Business Capstone		3
MGMT 4750	Strategic Management	3
Non-Business Courses		6
Choose six hours of non-business electives. ³		
Total Credit Hours		120
Total Credit Hours		294

¹ ECON 2105 Principles of Macroeconomics should be taken in area E4 or as a free elective.

² At least six (6) credit hours must be from courses that have a MGMT prefix, and at least nine credit hours must be from courses that do not have a MGMT prefix. Up to two (2) may be from non-Business courses at the 3000-level or above. No more than one internship course not used to satisfy the Required Major Management Courses may be counted in this category.

³ ECON 2105 Principles of Macroeconomics must be taken as a non-business elective if not taken to satisfy the area E4 requirement. Non-Business Electives **must** be three credit hour courses and cannot be courses with the following prefixes: ACCT, AVEL, AVMT, BUSA, BLAW, CAPL, CNET, CITZ, CSOR, CCSU, CSU, DSGN, ELEC, EMS, EXLA, EXLI, EXLP, FINA, HDSK, HFMTG (Physical Education), MKMC, MGMT, MKTG, MEDA, OFFC, OMED, PARA, PHED, RGTE, RGTR, READ, TECH, TELE, WCOM, WLAB.

Department of Marketing and Supply Chain Management

General Information

Dr. George Nakos, Chair

GeorgeNakos@clayton.edu

Overview

The Department of Marketing and Supply Chain Management offers two majors in the fast-growing areas of Marketing and Supply Chain.

Marketing is the dynamic life-blood of every organization. Our marketing curriculum involves a comprehensive study of the basic concepts, techniques, and tools for developing marketing strategies and marketing programs. Students are prepared to help organizations decide which consumer groups to serve and which product and services to produce, and to set appropriate levels of promotional, pricing, and distribution efforts in generating sales. Marketing graduates are typically employed as brand managers, market research analysts, sales representatives, media planners, and in a wide variety of other fast-growing careers.

Supply Chain Management is the management of the flow of goods and services from the point of origin to the point of consumption. It

involves the movement and storage of raw materials, of work-in-progress inventory, and of finished goods. A variety of companies and government agencies are all looking for the qualified graduate in supply chain management. Atlanta is one of the centers for logistics and supply chain in the US and student have an opportunity to study and work with leading firms in the logistics and supply chain management industry. In addition, a supply chain graduate may work in any organization to facilitate its supply chain functions.

Programs

Baccalaureate Programs

- Marketing, BBA (p. 90)
- Supply Chain Management, BBA (p. 92)

Minor Programs

- Marketing, Minor (p. 91)
- Professional Sales, Minor (p. 92)
- Supply Chain Management, Minor (p. 93)

Faculty

Jacob Chacko
Linda Hain
Lydia Hall
Craig A. Hill
Carin A. Lightner-Laws
Kamran Moghaddam
George Nakos
Mario Norman
Anita Whiting

Marketing, BBA

Consistent with the mission of the College of Business, the mission of the Marketing Discipline is to provide a broad based general and business education that prepares students to contribute to their organization, community, and society through marketing related fields. In addition to the BBA Learning Outcomes, upon successful completion of the program, Marketing majors will be able to:

1. Demonstrate career readiness in the professional field of Marketing.
2. Apply marketing concepts to decision-making in a business environment in accordance with BBA program learning outcomes.
3. Demonstrate knowledge of the marketing skills required for success in the dynamic field of marketing.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Marketing degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
ACCT 2101	Principles of Financial Acct.	3
ACCT 2102	Principles Managerial Acct.	3
BLAW 2106	Legal Environment of Business	3
BUSA 1105	Introduction to Business	3

CPTG 2201	Adv. Computer Applications	3
ECON 2105	Principles of Macroeconomics ¹	3
or ECON 2106	Principles of Microeconomics	
Upper Division Business Core Requirements		24
BUSA 3101	Business Statistics	3
FINA 3101	Corporate Finance	3
MGMT 3101	Mgmt. Prin. & Org. Behavior	3
MGMT 3102	Performance/Quality Management	3
MGMT 3120	Managerial Communication	3
MKTG 3101	Principles of Marketing	3
MKTG 3420	Global Business	3
SCML 3102	Operations & Supply Chain Mgmt	3
Required Marketing Major Courses		12
MKTG 4104	Marketing Research & Analysis	3
MKTG 4207	Professional Selling	3
MKTG 4750	Marketing Management	3
MKTG 4850	Internship/Cooperative Educ.	3
or MKTG 4851	Internship/Cooperative Educ.	
or MKTG 4852	Internship/Cooperative Educ.	
Marketing Electives		6
Choose at least six credit hours (2 courses) from the following Marketing/SCML courses:		
MKTG 3302	Consumer Behavior	
MKTG 3312	Services Marketing	
MKTG 4106	Advertising and Promotion Stra	
MKTG 4111	Digital Marketing	
MKTG 4112	Social Media Marketing	
MKTG 4200	Sports Marketing	
MKTG 4310	Sales Management	
MKTG 4320	Business to Business Sales	
MKTG 4420	International Marketing	
MKTG 4510	Retailing	
MKTG 4710	Entertainment Marketing	
MKTG 4800	Selected Topics in Marketing	
SCML 3105	Intro to Transportation & Log.	
Business Electives		12
Choose four from the following: ²		
ACCT 3110	Managerial Cost Accounting	
ACCT 3250	Taxation of the Individual	
ACCT 3351	Intermediate Financial Acct. I	
ACCT 3352	Interm. Financial Acct. II	
ACCT 4110	Advanced Managerial Cost Acct.	
ACCT 4210	Volunteer Income Tax Prep.	
ACCT 4250	Taxation of Business Entities	
ACCT 4330	Accounting Information Systems	
ACCT 4352	Advanced Financial Accounting	
ACCT 4440	Govern. and Non-Profit Acct.	
ACCT 4470	Forensic Accounting	
ACCT 4480	Auditing & Assurance Services	
ACCT 4800	Selected Topics in Accounting	
ACCT 4850	Acct. Intern./Cooperative Educ	
or ACCT 485	Accounting Internship/Cooperat	

or ACCT 485 Accounting Internship/Cooperat	
ACCT 4900	Indep. Study/Directed Research
or ACCT 4901	Indep. Study/Directed Research
or ACCT 4902	Indep. Study/Directed Research
BLAW 3370	Intermediate Business Law
BUSA 3700	Bus. Ethics/Corp. Social Resp.
BUSA 3800	Selected Topics in Business
BUSA 4850	Internship/Cooperative Educati
or BUSA 4851	Internship/Cooperative Educati
or BUSA 4852	Internship/Cooperative Educati
BUSA 4900	Indep. Study/Directed Research
or BUSA 4901	Indep. Study/Directed Research
or BUSA 4902	Indep. Study/Directed Research
ECON 4103	Monetary Economics
ECON 4320	Economics of Innovation
ECON 4501	International Economics
ECON 4601	Entertainment & Sports Economi
ECON 4644	Managerial Economics
ECON 4800	Selected Topics in Economics
FINA 3100	Personal Financial Management
FINA 4101	Investments
FINA 4102	Intermediate Finance
FINA 4103	Money-Bank.: Domestic & Intl.
MGMT 3520	Negotiation and Conflict Mgmt.
MGMT 4101	Human Resource Management
MGMT 4102	Organizational Behavior
MGMT 4111	Leadership
MGMT 4250	Women in Leadership
MGMT 4311	Entrepreneurship
MGMT 4312	Social Innovation and Entrepre
MGMT 4320	Creativity & Mgmt. of Change
MGMT 4403	International Management
MGMT 4510	Legal Issues in Human Resource
MGMT 4800	Selected Topics in Management
MGMT 4850	Internship/Cooperative Educ.
or MGMT 48	Internship/Cooperative Educ.
or MGMT 48	Internship/Cooperative Educ.
MKTG 3100	Personal Marketing
MKTG 3302	Consumer Behavior
MKTG 3312	Services Marketing
MKTG 3520	Negotiation and Conflict Mgmt.
MKTG 4106	Advertising and Promotion Stra
MKTG 4111	Digital Marketing
MKTG 4112	Social Media Marketing
MKTG 4200	Sports Marketing
MKTG 4420	International Marketing
MKTG 4510	Retailing
MKTG 4800	Selected Topics in Marketing
SCML 3105	Intro to Transportation & Log.
SCML 3106	Principles-Supply Chain Mgmt
SCML 3580	Operations and Warehouse Mgmt
SCML 4105	Global Sourcing in SCM

SCML 4170	Financial Issues in SCM	
SCML 4750	Performance Measurement in SCM	
Business Capstone		3
MGMT 4750	Strategic Management	3
Non-Business Courses		6
Choose six hours of non-business electives. ³		
Total Credit Hours		120

- ¹ ECON 2105 Principles of Macroeconomics should be taken in area E4 or as a free elective.
- ² At least six (6) hours must be 3000-4000 level Business courses that do not have a MKTG prefix or any non-College of Business course at the 3000- or 4000-level (except courses with a TECH prefix). . A course will not be credited twice. Courses taken to satisfy the Marketing Electives requirements above may not be used again to satisfy this section.
- ³ ECON 2105 Principles of Macroeconomics must be taken as a non-business elective if not taken to satisfy the area E4 requirement. Non-Business Electives **must** be three credit hour courses and cannot be courses with the following prefixes: ACCT, AVEL, AVMT, BUSA, BLAW, CAPL, CNET, CITZ, CSOR, CCSU, CSU, DSGN, ELEC, EMS, EXLA, EXLI, EXLP, FINA, HDSK, HFMTG (Physical Education), MKMC, MGMT, MKTG, MEDA, OFFC, OMED, PARA, PHED, RGTE, RGTR, READ, TECH, TELE, WCOM, WLAB.

Marketing, Minor

The Marketing minor allows students to focus on a specific area of business that is always in demand. Students will learn about consumer influence, market research, customer relations, and global marketing. Promotion and advertising are relevant to numerous professions and essential to successful business operations. Digital marketing and social media have become primary communication tools, and data analysis is utilized to predict marketplace trends. The marketing minor may provide a competitive edge and additional employment opportunities.

Program Requirements

Code	Title	Credit Hours
Required Courses		6
ECON 2106	Principles of Microeconomics	3
MKTG 3101	Principles of Marketing	3
Elective Courses		12
Choose four from the following:		
MKTG 3420	Global Business	
MKTG 4104	Marketing Research & Analysis	
MKTG 4207	Professional Selling	
MKTG 4750	Marketing Management	
MKTG 3302	Consumer Behavior	
MKTG 3312	Services Marketing	
MKTG 3520	Negotiation and Conflict Mgmt.	
MKTG 4106	Advertising and Promotion Stra	
MKTG 4111	Digital Marketing	
MKTG 4112	Social Media Marketing	
MKTG 4200	Sports Marketing	
MKTG 4420	International Marketing	

MKTG 4510	Retailing	
MKTG 4800	Selected Topics in Marketing	
SCML 3105	Intro to Transportation & Log.	
Total Credit Hours		18

Professional Sales, Minor

The minor in Professional Sales meets the need for specialized sales training for students with all majors. The professional field of sales offers a variety of lucrative job opportunities. More than ten percent of all jobs in the U.S. are in sales, and this number is expected to grow in the future. Sales is more than just the “pitch,” and positions are in demand for several reasons: the volume of items on the internet are overwhelming; individuals desire to purchase from a real person; and during both economic upswings and downturns companies need to sell products and services. In addition, the skillset – communication, problem-solving, persuasion, and adaptability – is valuable for any job and transferrable from one industry to another.

Program Requirements

Code	Title	Credit Hours
MKTG 3101	Principles of Marketing	3
MKTG 3302	Consumer Behavior	3
MKTG 4207	Professional Selling	3
MKTG 4310	Sales Management	3
MKTG 4320	Business to Business Sales	3
Total Credit Hours		15

Supply Chain Management, BBA

Consistent with the mission of the College of Business, the mission of the Supply Chain Management Discipline is to provide a broad-based general business education that prepares students for careers in Supply Chain Management and related fields. In addition to the BBA Learning Outcomes, upon successful completion of the program, Supply Chain Management majors will be able to:

1. Demonstrate career readiness in the professional field of Supply Chain.
2. Apply business concepts to decision making in a business environment in accordance with BBA program learning outcomes.
3. Demonstrate knowledge of the supply chain skills required for success in the dynamic field of Supply Chain Management.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the Supply Chain Management degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
ACCT 2101	Principles of Financial Acct.	3
ACCT 2102	Principles Managerial Acct.	3
BLAW 2106	Legal Environment of Business	3
BUSA 1105	Introduction to Business	3

CPTG 2201	Adv. Computer Applications	3
ECON 2105	Principles of Macroeconomics ¹	3
or ECON 2106	Principles of Microeconomics	
Upper Division Business Core Requirements		21
BUSA 3101	Business Statistics	3
FINA 3101	Corporate Finance	3
MGMT 3101	Mgmt. Prin. & Org. Behavior	3
MGMT 3120	Managerial Communication	3
MKTG 3101	Principles of Marketing	3
MKTG 3420	Global Business	3
SCML 3102	Operations & Supply Chain Mgmt	3
Required Supply Chain Management Major Courses		21
SCML 3105	Intro to Transportation & Log.	3
SCML 3106	Principles-Supply Chain Mgmt	3
SCML 3580	Operations and Warehouse Mgmt	3
SCML 4105	Global Sourcing in SCM	3
SCML 4170	Financial Issues in SCM	3
SCML 4750	Performance Measurement in SCM	3
BUSA 4850	Internship/Cooperative Educati	3
or BUSA 4851	Internship/Cooperative Educati	
or BUSA 4852	Internship/Cooperative Educati	
Supply Chain Management Electives		9
Choose three from the following: ²		
ACCT 3110	Managerial Cost Accounting	
ACCT 3250	Taxation of the Individual	
ACCT 3351	Intermediate Financial Acct. I	
ACCT 3352	Interm. Financial Acct. II	
ACCT 4110	Advanced Managerial Cost Acct.	
ACCT 4210	Volunteer Income Tax Prep.	
ACCT 4250	Taxation of Business Entities	
ACCT 4330	Accounting Information Systems	
ACCT 4352	Advanced Financial Accounting	
ACCT 4440	Govern. and Non-Profit Acct.	
ACCT 4470	Forensic Accounting	
ACCT 4480	Auditing & Assurance Services	
ACCT 4800	Selected Topics in Accounting	
ACCT 4850	Acct. Intern./Cooperative Educ	
or ACCT 4851	Accounting Internship/Cooperat	
or ACCT 4852	Accounting Internship/Cooperat	
ACCT 4900	Indep. Study/Directed Research	
or ACCT 4900	Indep. Study/Directed Research	
or ACCT 4900	Indep. Study/Directed Research	
BLAW 3370	Intermediate Business Law	
BUSA 3700	Bus. Ethics/Corp. Social Resp.	
BUSA 3800	Selected Topics in Business	
BUSA 4900	Indep. Study/Directed Research	
or BUSA 4900	Indep. Study/Directed Research	
or BUSA 4900	Indep. Study/Directed Research	
ECON 4103	Monetary Economics	
ECON 4320	Economics of Innovation	
ECON 4501	International Economics	
ECON 4601	Entertainment & Sports Economi	

ECON 4644	Managerial Economics	
ECON 4800	Selected Topics in Economics	
FINA 3100	Personal Financial Management	
FINA 4101	Investments	
FINA 4102	Intermediate Finance	
FINA 4103	Money-Bank.: Domestic & Intl.	
MGMT 3520	Negotiation and Conflict Mgmt.	
MGMT 4101	Human Resource Management	
MGMT 4102	Organizational Behavior	
MGMT 4111	Leadership	
MGMT 4250	Women in Leadership	
MGMT 4311	Entrepreneurship	
MGMT 4312	Social Innovation and Entrepre	
MGMT 4320	Creativity & Mgmt. of Change	
MGMT 4403	International Management	
MGMT 4510	Legal Issues in Human Resource	
MGMT 4800	Selected Topics in Management	
MGMT 4850	Internship/Cooperative Educ.	
or MGMT 48	Internship/Cooperative Educ.	
or MGMT 48	Internship/Cooperative Educ.	
MKTG 3100	Personal Marketing	
MKTG 4111	Digital Marketing	
MKTG 4112	Social Media Marketing	
MKTG 3302	Consumer Behavior	
MKTG 3312	Services Marketing	
MKTG 3520	Negotiation and Conflict Mgmt.	
MKTG 4104	Marketing Research & Analysis	
MKTG 4106	Advertising and Promotion Stra	
MKTG 4200	Sports Marketing	
MKTG 4207	Professional Selling	
MKTG 4420	International Marketing	
MKTG 4310	Sales Management	
MKTG 4320	Business to Business Sales	
MKTG 4510	Retailing	
MKTG 4710	Entertainment Marketing	
MKTG 4750	Marketing Management	
MKTG 4800	Selected Topics in Marketing	
MKTG 4850	Internship/Cooperative Educ.	
MKTG 4851	Internship/Cooperative Educ.	
MKTG 4852	Internship/Cooperative Educ.	
Business Capstone		3
MGMT 4750	Strategic Management	3
Non-Business Courses		6
Choose six hours of non-business electives. ²		
Total Credit Hours		120

¹ ECON 2105 Principles of Macroeconomics should be taken in area E4 or as a free elective.

² Students could take up to six (6) credit hours with a non-College of Business prefix (except courses with a TECH prefix). All 9 hours must be in the 3000 or 4000 level. A course will not be credited twice. No more than three (3) credit hours for an internship course (not used to satisfy the Required Supply Chain Management Major Courses) may be counted in this category.

³ ECON 2105 Principles of Macroeconomics must be taken as a non-business elective if not taken to satisfy the area E4 requirement. Non-Business Electives **must** be three credit hour courses and cannot be courses with the following prefixes: ACCT, AVEL, AVMT, BUSA, BLAW, CAPL, CNET, CITZ, CSOR, CCSU, CSU, DSGN, ELEC, EMS, EXLA, EXLI, EXLP, FINA, HDSK, HFMG (Physical Education), MKMC, MGMT, MKTG, MEDA, OFFC, OMED, PARA, PHED, RGTE, RGTR, READ, TECH, TELE, WCOM, WLAB.

Supply Chain Management, Minor

The Supply Chain Management minor provides knowledge of both logistics and supply chain concepts. The business world today is global. Organizations are linked through the flow of information and materials. Supply chain activities cover everything from product development, sourcing, production, and logistics, as well as the information systems needed to coordinate these activities. The ability to maximize customer value and achieve a sustainable competitive advantage depends upon running supply chains in the most effective & efficient ways possible. This perspective can also be useful in many fields such as engineering, economics, politics, public administration, international relations, and health administration.

Program Requirements

Code	Title	Credit Hours
Required Courses		15
MGMT 3101	Mgmt. Prin. & Org. Behavior	3
or HCMG 3101	Intro to Health Systems Mgmt.	
SCML 3105	Intro to Transportation & Log.	3
SCML 3106	Principles-Supply Chain Mgmt	3
SCML 3580	Operations and Warehouse Mgmt	3
SCML 4105	Global Sourcing in SCM	3
Elective Courses		3
Choose one from the following:		3
MKTG 3420	Global Business	
SCML 3102	Operations & Supply Chain Mgmt	
Total Credit Hours		18

¹ Prerequisites for MGMT 3102 Performance/Quality Management are BUSA 3101 Business Statistics and MGMT 3101 Mgmt. Prin. & Org. Behavior.

College of Health Administrative Officers

Lisa Wright Eichelberger, *Dean*

Marcia Butler, *Assistant Dean*

W. Michael Scott, *Associate Dean*

The College of Health is where health science and caring for others come together. It's where your dream of helping people, saving lives,

and educating citizens becomes real in top-ranked programs. And it's where medical and wellness professionals of the future practice the latest evidence-based treatments and techniques in advanced labs and simulations.

From nursing to dental hygiene to health management, and beyond, the field of health care is large and fast growing. There's a need for people with enthusiasm, compassion, and sharp skills and competencies. Our experienced faculty will help you become one of those people, assisting you in gaining the knowledge base and hands-on practice you will need to keep pace with advancements in medical treatments and technology, and to make the biggest difference.

You know you want to help people live healthy lives. You're a healer, an educator, a lifelong learner—you're ready to funnel that passion into a field with one of the highest employment demands in the country. And the College of Health is ready to help you find the right degree to do just that, with five undergraduate and two master's degree options.

Programs

Instructional Organization

The College of Health is composed of several academic programs and offers the following undergraduate degrees. Graduate degree programs can be found under the School of Graduate Studies (p. 119).

- Department of Dental Hygiene (p. 94)
 - Dental Hygiene, BS (p. 95)
 - Double Bachelor's Degrees in Dental Hygiene and Health Care Management (p. 96)
 - RDH-BSDH Completion Track (p. 96)
- Department of Health Care Management (p. 97)
 - Health Care Management, BS (p. 98)
 - Health Sciences, BS (p. 99)
- Health and Fitness Management Program (p. 100)
 - Health & Fitness Management, Minor (p. 100)
 - Health and Fitness Management, BS (p. 101)
- School of Nursing (p. 102)
 - Double Bachelor Degrees in Nursing and Health Care Management (p. 103)
 - Nursing, BSN (p. 103)
 - RN-BSN Completion Track (p. 104)

Department of Dental Hygiene

General Information

Dr. Susan Duley, Chair
 SusanDuley@clayton.edu

Dental Hygiene Clinic
 (678) 466-4920

Mission and Goals

The mission of the Department of Dental Hygiene is to provide career relevant education in the discipline of dental hygiene and to support the lifelong learning goals of individuals aspiring to careers in the dental field. The Department of Dental Hygiene offers the following options in baccalaureate degrees:

- Basic licensure track leading to a Bachelor of Science in Dental Hygiene (BSDH) with a curriculum that leads to eligibility for licensure as a Registered Dental Hygienist.
- RDH completion track leading to a Bachelor of Science in Dental Hygiene (RDH-BSDH) with a curriculum designed for the working Registered Dental Hygienist to expand their career opportunities.
- Both tracks have the option of Dual Bachelor Degrees in Dental Hygiene and Health Care Management.

Honor Societies and Clubs

Among the honor societies, clubs, and service organizations designed to support, augment, and supplement the educational and professional development of students are the Student American Dental Hygienists' Association (SADHA) and Sigma Phi Alpha, the dental hygiene honor society.

BSDH Outcomes

Broad-based general education, preparing students to contribute to their profession, community, and society by communicating effectively, thinking critically and conceptually, acting ethically and valuing diversity.

Requisite skills with a strong knowledge base, hands on experience and the mindset required for success in the dynamic field of dental hygiene.

Thorough foundation in the diversified fields of dental hygiene i.e., clinician, education/health promoter, consumer advocate, administrator/manger, change agent and researcher.

Emphasis on importance of life-long learning in the ever-changing profession of dental hygiene.

Program Goals

1. Accreditation - Maintain full program accreditation from the American Dental Association Commission on Dental Accreditation necessary to comprehensively prepare competent individuals in the discipline.
2. Resources - Increase financial resources for all programs through departmental or school grant opportunities as well as through increasing extramural resources. Secure adequate number of faculty to meet ADA accreditation guidelines.
3. Distance Learning - Expand distance-learning opportunities within the BSDH program.
4. Experiential Learning - Expand experiential learning experiences in the community and the state.
5. Graduate Education - Participate with other College of Health units to provide graduate education for BSDH program graduates.

Accreditation

The BSDH program has approval of the Georgia Board of Dentistry and is accredited by the Commission on Dental Accreditation (CODA). Information about approval and/or accreditation may be obtained from the following:

Georgia Board of Dentistry
 237 Coliseum Drive
 Macon, Georgia 31217-3858
<http://sos.georgia.gov/plb/dentistry/>
 478-207-2440

Commission on Dental Accreditation
 American Dental Association

211 East Chicago Avenue
Chicago, Illinois 60611
<http://www.ada.org>
312-440-4653

Programs

Baccalaureate Programs

- Dental Hygiene, BS (p. 95)
- Double Bachelor's Degrees in Dental Hygiene and Health Care Management (p. 96)
- RDH-BSDH Completion Track (p. 96)

Faculty

W. Gail Barnes
Susan Duley
Joanna L. Harris-Woerlde
Ximena Zornosa

Dental Hygiene, BS

Basic Licensure Track

Students with an interest in dental hygiene are admitted to Clayton State University as a Bachelor of Science in Health Sciences major with a concentration of pre-dental hygiene. Refer to the Bachelor of Health Sciences section of this Catalog for details. Separate application to this competitive admission program is required upon completion of 60 hours of lower division requirements. Students not admitted to this competitive admission program may continue with the Bachelor of Health Sciences degree in consultation with academic advisor to determine appropriate concentration and career path.

Admission

The basic licensure BSDH track is available to recent high school graduates, non-traditional students, current Clayton State students, and transfer students who meet University admission requirements.

The BSDH program expands the clinically based outcomes, characteristic of associate level training, into a more broad-based foundation for future career growth. Graduates are qualified to seek employment as clinicians, office managers, public health hygienists, researchers, and marketers and have the opportunity to pursue graduate studies.

Dental Hygiene application is separate from University application and admission. Admission is competitive and space is limited. Students are admitted each fall semester into a full-time four semester program.

Minimum admission requirements include (details on the Department of Dental Hygiene website):

1. College grade point average (GPA) of 2.80 on 4.00 scale.
2. Completion of 45 semester hours of BSDH core curriculum with grades of C (or K or S) or better in all natural and behavioral science, math and Lower Division Required courses at the time of application and 60 semesters hours at the time of enrollment in the dental hygiene program.
3. Successful completion of the legislative requirements.
4. Satisfactory completion of a dental office observation.
5. Attendance at a mandatory program information session.

6. Satisfactory evidence of overall health status consistent with the performance standards of dental hygiene and verified by a licensed health care professional.
7. Applicants will be rated on overall academic performance and specific performance in natural sciences and mathematics.
8. Applicants participating in Clayton State University's Honors Program are given priority if they meet all program admission standards.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
<i>Area A2 Recommended Courses</i>		
MATH 1101	Intro to Mathematical Modeling or MATH 1110 College Algebra	
<i>Area D1 Required Courses</i>		
Choose one of the following:		
CHEM 1151 & 1151L	Survey of Chemistry I and Survey of Chemistry Lab I ¹	
CHEM 1152 & 1152L	Survey of Chemistry II and Survey of Chemistry Lab II ¹	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I ¹	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II ¹	
<i>Area D2 Required Courses</i>		
MATH 1401	Elementary Statistics	
<i>Area E4 Required Courses</i>		
PSYC 1101	Intro to General Psychology ¹ or SOCI 1101 Introduction to Sociology	
Lower Division Major Requirements (Area F)		18
BIOL 1151 & 1151L	Human Anatomy and Physiology I and Human Anatomy & Phys. Lab I	4
BIOL 1152 & 1152L	Human Anatomy & Physiology II and Human Anatomy & Phys Lab II	4
BIOL 2250 & 2250L	Microbiology for Health Sci. and Microbiology for Hlth. Sci.Lab	4
HSCI 2111	Intro to Health Care Environ.	3
SOCI 1101	Introduction to Sociology (required if not applied in Area E) ¹ or PSYC 1101 Intro to General Psychology	3
Major Requirements		54
HLTH 3110	Interactive Communication or NURS 3110 Interactive Communication	3
HLTH 4330	Nutrition	3
DHYG 3100 & 3100C	Intro-Dental Hyg. Profession and Intro to Clinical Dental Hyg.	5
DHYG 3110	Dental Anatomy	2
DHYG 3120 & 3120L	Dental Radiology and Dental Radiology Laboratory	3
DHYG 3200 & 3200C	Transitional Dental Hygiene and Transitional Clinical Dental Hy	5
DHYG 3210	Integ. Dental Anatomy & Hist.	2
DHYG 3230 & 3230L	Dental Materials and Dental Materials Laboratory	3

DHYG 3240	Introduction to Periodontics	2
DHYG 3382	Clinical Pharmacology	2
DHYG 4300 & 4300C	Advanced Dental Hygiene I and Adv. Clinical Dental Hygiene I	6
DHYG 4310	Dental Pathology	3
DHYG 4320	Advanced Periodontics	3
DHYG 4400 & 4400C	Advanced Dental Hygiene II and Adv. Clin. Dental Hygiene II	6
DHYG 4410	Community Dental Health	3
DHYG 4420	Mgmt./Mktg. in Dental Environ.	3
Electives		6
Choose any two upper division courses except PHED or courses identified in the catalog as career or institutional credit courses. ^{2,3}		
Total Credit Hours		120

- ¹ ADA Accreditation Standards requirements for chemistry (CHEM 1151 Survey of Chemistry I/CHEM 1151L Survey of Chemistry Lab I and CHEM 1152 Survey of Chemistry II/CHEM 1152L Survey of Chemistry Lab II or CHEM 1211 Principles of Chemistry I/CHEM 1211L Principles of Chemistry Lab I and CHEM 1212 Principles of Chemistry II/CHEM 1212L Principles of Chemistry Lab II), psychology (PSYC 1101 Intro to General Psychology) and sociology (SOC 1101 Introduction to Sociology) must be completed prior to program admission.
- ² Recommended courses include 3000 or 4000 level HLTH, HSCI, HCMG, HFMG or appropriate upper division statistics course.
- ³ Statistics course required for degree; must be satisfied prior to program admission; may be satisfied at lower or upper division level.

Academic Standards

Dental Hygiene students must maintain a semester grade point average (GPA) of 2.0 to progress in the program. A minimum grade of "C" is required in all upper division and major courses. Students who receive a "D", "F", "WF", or "U" in any dental hygiene course will be suspended from program progression. Students may apply for readmission the following year. Students who receive any of the following: "D", "F", "WF", or "U" in any two dental hygiene courses may not continue in the program. Reference the Department of Dental Hygiene Program and Clinic Manual: Policies and Procedures.

Double Bachelor's Degrees in Dental Hygiene and Health Care Management

Students who wish to enhance their employability by being qualified as both dental hygienists and health care managers may wish to pursue the dual degree option. Students may declare this double major upon acceptance and enrollment in the BSDH program. Students must meet the following requirements:

1. Complete all requirements for the BSDH.
2. Secure approval to declare this double major by a 3.0 or higher overall GPA verification.
3. Complete the following courses from Health Care Management Area F program prerequisites:

Code	Title	Credit Hours
ACCT 2101	Principles of Financial Acct.	3
ECON 2105	Principles of Macroeconomics	3
HSCI 2111	Intro to Health Care Environ.	3
ITFN 1101	Foundations-Information Tech.	3
Total Credit Hours		12

4. Complete the following courses from Health Care Management program requirements:

Code	Title	Credit Hours
HCMG 3101	Intro to Health Systems Mgmt.	3
HCMG 3401	Applied HR Mgt./Hlth Care Del.	3
HCMG 3501	Health Care Systems/TQM	3
HCMG 3901	Marketing in Health Care	3
HCMG 4560	Health Care Finance	3
HSCI 3520	Legal Issues in Health Care	3
HCMG 4500	Health Care Policy	3
	or HCMG 4901 Applied Research	
Total Credit Hours		21

Grade of C or better required in all courses. Other appropriate courses may be determined by the Dean in order to equal a minimum of 30 hours of Health Care Management requirements taken in residency at Clayton State and not used to meet BSDH requirements.

RDH-BSDH Completion Track

Admission

The RDH-BSDH track is available for registered dental hygienists who are graduates of associate degree dental hygiene programs accredited by the Commission on Dental Accreditation (CODA). Graduates are prepared for advanced practice, supervisory, administrative, managerial and marketing positions in the dental field. In addition to the clinical role, graduates may also work as educators and researchers.

Dental Hygiene application is separate from University application and admission. This distance learning program can be completed on a full-time or part-time basis.

Minimum admission requirements include (details on the Department of Dental Hygiene website):

1. Unrestricted current dental hygiene licensure in the United States or eligibility for licensure
2. College grade point average (GPA) of 2.50 on 4.00 scale.
3. Completion of 45 semester hours of BSDH core curriculum with grades of C (or K or S) or better in all natural and behavioral science, math and Lower Division Major Requirements courses at the time of application and 60 semesters hours at the time of enrollment in the dental hygiene program.
4. Successful completion of the legislative requirements.
5. Successful completion of transition course DHYG 3101 Prof Dev in Dental Hygiene.
6. Satisfactory evidence of overall health status consistent with the performance standards of dental hygiene and verified by a licensed health care professional.

7. Graduation from an associate degree dental hygiene program accredited by the Commission on Dental Accreditation (CODA).

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p. 98)		42
<i>Area A2 Required Courses</i>		
MATH 1101	Intro to Mathematical Modeling or MATH 1110 College Algebra	
<i>Area D2 Required Courses</i>		
MATH 1401	Elementary Statistics	
Lower Division Major Requirements (Area F)		18
Choose 18 hours of appropriate 1000/2000 level coursework (not applied in Core A-E).		
Career Block		30
Complete 30 career block credits ¹		
Major Requirements		21
DHYG 3101	Prof Dev in Dental Hygiene	4
DHYG 4200	Research for Evi Based Practic	3
DHYG 4301	Educ. Strategies & Intern.	3
DHYG 4500	Contemporary Community Roles	2
DHYG 4900	Independent Study in Dental Hy	3
HLTH 3110	Interactive Communication	3
HLTH 3420	Health Education	3
Electives		9
Choose any three upper division courses except PHED or courses identified in the catalog as career or institutional credit courses. ²		
Total Credit Hours		120

¹ Upon successful completion of DHYG 3101 Prof Dev in Dental Hygiene, RDHs will receive up to 30 semester hours of block credit.

² Statistics course required for degree; must be satisfied prior to program admission; may be satisfied at lower or upper division level.

Academic Standards

Dental Hygiene students must maintain a semester grade point average (GPA) of 2.0 ("C") to progress in the program. A minimum grade of "C" is required in all upper division and major courses. Students who receive a "D", "F", "WF", or "U" in any dental hygiene course may repeat that course one time only on a space available basis. Students who receive any of the following: "D", "F", "WF", or "U" in any two dental hygiene courses may not continue in the program. Reference the Department of Dental Hygiene Program and Clinic Manual: Policies and Procedures.

Department of Health Care Management

General Information

Dr. Marcy Butler, Assistant Dean
MarciaButler@clayton.edu

Mission and Goals

The mission of the Health Care Management is to prepare students, especially non-traditional minority students for entry and mid-level management positions in a variety of health service organizations. This mission of the Program is consistent with the University's mission of meeting the needs of the community. The community is typically identified as the Southern Crescent area that consists of South Fulton, South DeKalb, Clayton, Fayette and Henry Counties. These counties serve the general area of South Atlanta and the contiguous localities. Located within the Southern Crescent are a great number and variety of health care delivery systems that are growing and expanding as the population of this part of Georgia keeps increasing. The need to educate and provide managers for these institutions also is increasing and, thus serves as impetus for us to complete our mission.

Health Care Management offers one baccalaureate degree program:

- Bachelor of Science Degree with a major in Health Care Management with a curriculum that prepares students for a variety of entry and mid-level management positions in health services organizations.
- In addition, Health Care Management collaborates with the Departments of Nursing and Dental Hygiene in offering double major degree programs in Health Care Management and Nursing and Dental Hygiene respectively. These programs provide the curricula for students who wish to enhance their employability by being qualified as both nurses or dental hygienists and health care managers.

Honor Society

The Upsilon Phi Delta (UPD) is a national honor society for students pursuing a career in health care management. The society's mission is to encourage, support, and recognize students for professional development, high academic achievement, and excellence in the field of health administration. Student's must have an overall GPA of 3.25 to be eligible.

Accreditation

The undergraduate program in Health Care Management is certified by The Association of University Programs in Health Administration (AUPHA). Information regarding certification may be obtained from the following:

Association of University Programs in Health Administration
1730 M St. NW
Suite 407
Washington, DC 20036
Website: <http://www.aupha.org>

Programs

Baccalaureate Programs

- Health Care Management, BS (p. 98)
- Health Sciences, BS (p. 99)

Faculty

Marcia K. Butler
Ronald M. Fuqua
Deborah M. Gritzmacher

Joey Helton
 Margaret McAlister
 Thomas McIlwain
 MeriBeth Stegall
 M. Scott Stegall
 Kendolyn Smith
 Latrina Walden

Health Care Management, BS

The Health Care Management program prepares students for a variety of entry and mid-level management positions in health services organizations, such as benefits offices, insurance companies, home health agencies, PPOs, HMOs, doctors' offices, group practices, hospices, hospitals, nursing homes, extended care facilities, ambulatory care centers, governmental health agencies, and other health care delivery organizations.

Admission and Readmission Requirements

Students intending to enroll in the Health Care Management program must meet all University admission and academic requirements. The following additional requirements also apply and must be met prior to enrollment in any business or health sciences courses numbered 3000 or above:

- 1. Completion of Program Application Form.** Students must declare a Health Care Management major and complete a program application form. The application for program admission must be completed prior to enrollment in upper division program requirements. A minimum 2.00 institutional GPA is required prior to enrollment in any 3000-level course.
- 2. Completion of Lower Division Requirements.**
 - a. Students may be admitted to the Health Care Management program and allowed to take selected 3000-level courses upon completion of at least 45 semester credit hours applicable to Areas A-F, including ENGL 1101 English Composition I, ENGL 1102 English Composition II, MATH 1101 Intro to Mathematical Modeling or higher, ACCT 2102 Principles Managerial Acct., and ECON 2105 Principles of Macroeconomics. (The selected courses are HSCI 3113 Hlth Communication for Manager and HLTH 3420 Health Education.)
 - b. Health Care Management students must complete all Area A-F requirements (with no grade lower than C in Area F) prior to enrollment in any 3000-level Health Sciences or Business courses other than those listed above.

A suspended student may apply for readmission to the Health Care Management Program immediately following his or her first semester of suspension. For a subsequent suspension, a student may apply for readmission following three semesters of suspension. Suspended students seeking readmission must submit an Application for Readmission to the appropriate program. The department head will review the application and make a recommendation to the Dean, who will make the final decision. Positive recommendations for readmission must be based on clear and convincing evidence regarding the student's prospects for academic success following the period of suspension.

Satisfactory Academic Progress Requirements

Program-specific regulations for the Health Care Management program are as follows: Students must achieve a grade of C or better in all upper division course work including required courses and program electives. Students must repeat any required course in which a grade of C or better is not achieved. Any student who fails to meet this performance level will be placed on program probation. A student must earn a grade of C or better in all courses while on program probation. Failure to achieve this performance level will result in suspension from the program. Readmission following suspension must be approved by the Dean of the College of Health.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		
All Health Care Management Core Curriculum requirements are shown in the suggested degree program.		42
Subtotal		42
Lower Division Major Requirements (Area F)		
ACCT 2101	Principles of Financial Acct.	3
ACCT 2102	Principles Managerial Acct.	3
or ECON 2106	Principles of Microeconomics	
ECON 2105	Principles of Macroeconomics	3
HSCI 2111	Intro to Health Care Environ.	3
ITFN 1101	Foundations-Information Tech.	3
MATH 1401	Elementary Statistics	3
Subtotal		18
Upper Division Major Requirements		
HSCI 3113	Hlth Communication for Manager	3
HCMG 3101	Intro to Health Systems Mgmt.	3
HCMG 3320	Healthcare Economics	3
HCMG 3340	Healthcare Information Tech.	3
HCMG 3401	Applied HR Mgt./Hlth Care Del.	3
HCMG 3501	Health Care Systems/TQM	3
HCMG 3701	Intro to Epidemiology	3
HCMG 3901	Marketing in Health Care	3
HCMG 4110	Administration of Managed Care	3
HCMG 4401	Intro Primary/Long Term Care	3
HCMG 4560	Health Care Finance	3
HSCI 3520	Legal Issues in Health Care	3
HSCI 3550	Ethical Issues in Health Care	3
Subtotal		39
Upper Division Specialty Courses		
Choose three from the following:		9
HCMG 3601	Intro to Mental Health/Case Mg	
HCMG 4180	Health in Corporate Settings	
HLTH 3012	Alternative/Complementary Appr	
HLTH 3320	Communications with Families	
HLTH 3341	Cultural Diversity Health/III	
HLTH 3401	Contemporary Women's Health	
HLTH 3420	Health Education	

HLTH 3501	The AIDS Epidemic	
HLTH 4153	Gerontology	
MGMT 4311	Entrepreneurship	
MKTG 4207	Professional Selling	
Subtotal		9

Internship or Clinical Requirements

HCMG 4500	Health Care Policy	3
HCMG 4901	Applied Research	3
HCMG 4970	Health Care MGMT Internship/Pr	3
HCMG 4999	Capstone in Health Care Mgmt.	3
Subtotal		12

Total Credit Hours 120

Other Program-Specific Graduation Requirements

1. Grades of D will not count toward graduation for Area F or for any upper division requirements.
2. In order to receive the B.S. degree, a student must complete a minimum of 30 hours in residency at Clayton State. Of these, at **least 24-credit hours** must be upper division courses within the program, *including the 6-hr Research-Policy sequence¹ AND the 6-hr Internship/Practicum-Capstone sequence².*

Code	Title	Credit Hours
<i>Research-Policy Sequence¹</i>		
HCMG 4500	Health Care Policy	3
HCMG 4901	Applied Research	3
<i>Internship/Practicum-Capstone Sequence²</i>		
HCMG 4970	Health Care MGMT Internship/Pr	3
HCMG 4999	Capstone in Health Care Mgmt.	3
Total Credit Hours		12

3. Students must enroll in the **6-hr Research-Policy sequence** prior to enrolling in the **6-hr Internship/Practicum-Capstone sequence**.
4. Students must enroll in the **6-hour Internship/Practicum-Capstone sequence** the last semester prior to graduation.

Students must have a 2.00 institutional GPA to enroll in HCMG 4970 Health Care MGMT Internship/Pr and HCMG 4999 Capstone in Health Care Mgmt. No exceptions are permitted.

Students must have a declared major in Health Care Management to enroll in HCMG 4970 Health Care MGMT Internship/Pr and HCMG 4999 Capstone in Health Care Mgmt. No exceptions permitted.

Health Sciences, BS

The Bachelor of Science in Health Sciences is an interdisciplinary degree program designed to provide students with a solid foundation for a career in community health or to pursue a professional graduate program. Students will gain board skills in research, healthcare delivery, health promotion, disease prevention and management, and ethical, legal, and cultural issues related to the health field.

Admission and Readmission Requirements

Students intending to enroll in the Health Sciences program must meet all University admission and academic requirements.

Students with an interest in seeking dental hygiene or nursing admission should follow the designated prerequisites for those programs. Separate application to these competitive admission programs is required upon completion of 60 hours of lower division requirements. Students not admitted to these competitive admission programs may continue with the Health Science degree and are encouraged to consult with academic advisor to determine appropriate track and career path.

A suspended student may apply for readmission to the Health Sciences Program immediately following his or her first semester of suspension. For a subsequent suspension, a student may apply for readmission following three semesters of suspension.

Suspended students seeking readmission must submit an Application for Readmission to the appropriate program. The department head will review the application and make a recommendation to the Dean, who will make the final decision. Positive recommendations for readmission must be based on clear and convincing evidence regarding the student's prospects for academic success following the period of suspension.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		
All Core Curriculum requirements for the Health Sciences degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		42
Subtotal		42
Lower Division Major Requirements (Area F)		
BIOL 1151	Human Anatomy and Physiology I	3
BIOL 1151L	Human Anatomy & Phys. Lab I	1
BIOL 1152	Human Anatomy & Physiology II	3
BIOL 1152L	Human Anatomy & Phys Lab II	1
HSCI 2111	Intro to Health Care Environ.	3
<i>Lower Division Elective Courses</i>		
Choose seven hours of 1000 or 2000 level electives. ¹		7
Subtotal		18
Upper Division Major Requirements		
HCMG 3101	Intro to Health Systems Mgmt.	3
HCMG 3701	Intro to Epidemiology	3
Choose one from the following:		3
HCMG 4901	Applied Research	
NURS 4100	Nursing Research	
NURS/DHYG 4200	Research for Evi Based Practic	
HFMG 3110	Personal Health & Wellness	3
HLTH/NURS 3110	Interactive Communication	3
or HSCI 3113	Hlth Communication for Manager	
HLTH 3341	Cultural Diversity Health/III	3
HLTH 3420	Health Education	3

HLTH 4330	Nutrition	3
or HFMG 4060	Personal Nutrition for Health	
HSCI 4101	Consumer Health	3
HMSV 3501	Organization & Admin Humn. Ser	3
PSYC 3580	Addictions	3
Subtotal		33
Related Electives		
Choose 21 credits from any 3000 or 4000 level course in DHYG, HCMG, HFMG, NURS, HSCI, and HLTH or from the approved PSYC and SOCI courses listed below: ²		21
<i>Approved Psychology Electives</i>		
PSYC 3100	Interpersonal Comm & Helping	
PSYC 3130	Social Psychology	
PSYC 3140	Crisis Intervention	
PSYC 3350	Abnormal Psychology	
PSYC 3530	Health Psychology	
PSYC 3570	Human Sexuality	
PSYC 4120	Physiological Psychology	
PSYC 4160	Death and Dying	
<i>Approved Sociology Electives</i>		
SOCI 3130	Drugs and Society	
SOCI 4153	Sociology of Aging	
Subtotal		21
Capstone		
HSCI 4900	Health Sciences Seminar	3
HSCI 4970	Health Sciences Internship/Pra	3
Subtotal		
Total Credit Hours		120

¹ MATH 1401 Elementary Statistics required if not satisfied in Area D2.
PSYC 2103 Intro to Human Development recommended.

² Other electives must be approved by the Department Chair.

Other Program-Specific Graduation Requirements

- Grades of D will not count toward graduation for Area F or for any upper division requirements.
- In order to receive the BS, degree, a student must complete a minimum of 30 hours in residency at Clayton State. Of these, at least 24 hours must be upper division courses within the program.
- Students must enroll in the 6-hr Internship/Practicum-Seminar sequences, HSCI 4900 Health Sciences Seminar *and* HSCI 4970 Health Sciences Internship/Pra, the last semester prior to graduation.

Students must have a 2.00 Institutional GPA to enroll in this 6-hr Internship/Practicum-Seminar sequence.

This sequence also counts toward the upper division 24 credit hour course requirement (as above).

- Students must have declare their major in the Health Sciences program to enroll in HSCI 4970 Health Sciences Internship/Pra.

Health and Fitness Management Program

General Information

Dr. Hae-Ryong Chung, Coordinator

HaeRyongChung@clayton.edu

Mission and Goals

In Health and Fitness Management, we are a community of individuals who bring together expertise from a wide variety of arenas to produce new knowledge, powerful ideas, and practical solutions to major wellness challenges. Our work improves the health and transforms the lives of people everywhere, informing and influencing everything from individual habits to health care systems and government policies.

In the 20th century, advances in knowledge about how best to protect your health helped double the average life expectancy in the US and many parts of the world. But today, our progress is threatened by old pandemics such as obesity, and new controversial pandemics that endanger our wellness both physically and mentally, and our planet.

Programs

Baccalaureate Program

- Health and Fitness Management, BS (p. 101)

Minor Program

- Health & Fitness Management, Minor (p. 100)

Faculty

Hae-Ryong Chung
Melanie Poudevigne

Health & Fitness Management, Minor

The Health & Fitness Management minor integrates science, exercise science and fitness management approaches to analyze themes in epidemiology, exercise physiology, natural sciences and the fitness industry. The Health & Fitness Management minor further emphasizes the interdisciplinary study of the mind and body. The courses emphasize the introduction to exercise science with an emphasis on public health, or exercise physiology, or the fitness industry/management. The Health & Fitness Management Minor offers information and tools for future health professionals who have an interest in or responsibility for increasing physical activity participation. It provides key reference documents, data and surveillance resources, information to assist the Clayton State students with program planning and evaluation, and ideas for physical activity promotion as well as enhancing creativity for entrepreneurs in the fitness industry. By considering a variety of health issues from different perspectives, it encourages critical reading, writing and thinking. Students develop their skills in oral and written expression.

Program Requirements

Code	Title	Credit Hours
Lower Division Program Requirements		
BIOL 1151 & 1151L	Human Anatomy and Physiology I and Human Anatomy & Phys. Lab I	4
BIOL 1152 & 1152L	Human Anatomy & Physiology II and Human Anatomy & Phys Lab II	4
Subtotal		8
Upper Division Program Requirements ¹		
HFMG 3101	Kinesiology	3
HFMG 3130	Principles of Fitness	3
Choose one course from the following tracks:		3
HFMG 3102	Exercise Physiology (Exercise Science Track)	
HFMG 3110	Personal Health & Wellness (Public Health Track)	
HFMG 4110	Health Fitness Management (Fitness Management Track)	
Subtotal		9
Total Credit Hours		17

¹ Courses that were used to satisfy the Health Management Program requirements may not be used.

Health and Fitness Management, BS

The Health and Fitness Management major provides students with a solid foundation concerning the management and clinical sides of preventative health care. Students will be prepared for entry and mid-level management positions in organizations providing health and fitness services, such as within:

- Commercial Fitness Centers,
- YMCA,
- Corporate Fitness/Wellness Centers,
- University Wellness/Adult Fitness Centers,
- Hospitals/Clinics with specialties in Cardiac and/or Pulmonary Rehabilitation,
- Municipal/City Recreation/Family Centers,
- Activity Centers for Older Adults,
- Community Centers and
- Worksite Health Promotion Programs.

Graduates may also pursue employment as salespersons, administrators, and managers of all types of fitness/wellness facilities. Additional opportunities exist for those who aspire to become entrepreneurs in the field and pursue health and fitness coaching/consulting.

The main objectives of the proposed degree program are to:

- provide content/discipline foundation for careers in health and fitness management within corporate wellness centers, hospital-based fitness facilities, traditional health clubs, resorts, and others;
- enhance students' abilities to acquire and synthesize health and fitness information in a critical, scientific, and effective manner through detailed, intensive analysis and evaluation of texts and other research materials;
- provide students with relevant strategies of health promotion, illness/injury prevention, and illness/injury rehabilitation to maximize healthy

outcomes of individuals, families and communities in a multicultural society;

- develop students' critical thinking and research skills to levels of excellence expected of bachelor's prepared health and fitness professionals;
- prepare students for national certification exams in the field of health and fitness; and
- enhance the preparation of students for graduate study (exercise physiology, exercise science, management, business administration, gerontology and other related fields).

The Health and Fitness Management major will include foundation courses such as anatomy and physiology I and II, survey of health and fitness professions, first aid and CPR, and introduction to management. This major will also provide students with a solid base in business and management principles by requiring courses in accounting, economics, marketing, finance, legal, ethical issues in health care, and applied human resource management. The program features courses specific to the health and fitness arena including:

- kinesiology,
- exercise physiology,
- sports psychology,
- personal health and wellness,
- prevention, care and rehabilitation of injuries,
- personal nutrition,
- principles of fitness across populations,
- substance use in fitness,
- exercise testing and
- prescription.

Finally, the program will involve capstone courses to ensure the students are able to synthesize all of their undergraduate coursework into meaningful application of their acquired knowledge, skills, and abilities. These courses include health and fitness management, a capstone course, and an internship.

Program Requirements

Students are required to earn a grade of C or better in Area F and all upper-division courses in the Health and Fitness Management major. Upper-division courses are all courses other than those of areas A through F of the core curriculum. Courses at the 1000- or 2000-level used in the upper division are included in this restriction.

Code	Title	Credit Hours
Freshman - Sophomore Years		
<i>Core Curriculum (Areas A-E) (p.)</i>		
All Core Curriculum requirements for Health and Fitness Management degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		42
Subtotal		42
<i>Lower Division Major Requirements (Area F)</i>		
ACCT 2101	Principles of Financial Acct.	3
BIOL 1151 & 1151L	Human Anatomy and Physiology I and Human Anatomy & Phys. Lab I	4
BIOL 1152 & 1152L	Human Anatomy & Physiology II and Human Anatomy & Phys Lab II	4

ECON 2105	Principles of Macroeconomics	3
HFMG 1101	Survey-Health & Fitness Prof.	1
HFMG 2110	First Aid & CPR	3
Subtotal		18
Junior - Senior Years		
<i>Program Core Requirements</i>		
MGMT 3101	Mgmt. Prin. & Org. Behavior	3
HFMG 3101	Kinesiology	3
HFMG 3102	Exercise Physiology	3
HFMG 3110	Personal Health & Wellness	3
HFMG 3121	Injury Prevention & Rehab	3
HFMG 3130	Principles of Fitness	3
HFMG 3140	Exercise Testing & Prescript.	3
HSCI 3520	Legal Issues in Health Care	3
MGMT 4101	Human Resource Management	3
MGMT 3520	Negotiation and Conflict Mgmt.	3
	or MGMT 4102 Organizational Behavior	
Subtotal		30
<i>Upper Division Requirements</i>		
MKTG 3101	Principles of Marketing	3
FINA 3100	Personal Financial Management	3
HLTH 3341	Cultural Diversity Health/III	3
HFMG 3382	Substance Use in Hlth Fitness	3
HSCI 3550	Ethical Issues in Health Care	3
HFMG 4060	Personal Nutrition for Health	3
Choose one from the following:		3
HFMG 4400	Exercise & Sport Psychology	
MGMT 4311	Entrepreneurship	
HFMG 3970	Practicum in Health & Fitness	
Subtotal		21
<i>Program Capstones</i>		
HFMG 4110	Health Fitness Management	3
HFMG 4970	Health & Fitness Internship/Pr	3
HFMG 4999	Health & Fitness Mgmt Capstone	3
Subtotal		9
Total Credit Hours		120

- increasingly complex global context of contemporary life;
- promoting community-based, active, experiential learning;
- continuous education for teaching, scholarship, and growth;
- promoting health and human development of the global community in transition;
- providing high quality educational services and innovative teaching strategies for the development of competent, caring, and committed professional nurses;
- developing programs which incorporate innovative health care and educational technologies;
- maintaining standards of professional nursing practice that recognize and value the social, economic, ethnic and cultural diversity of individuals as central to the promotion of health and human development.
- promoting collaborative, interdisciplinary practices models.

It is the faculty's mission to use those resources which will promote lifelong learning and enhance the acquisition of skill in modern technology. Mastery of critical thinking skills, comprehensive care, theory-based practice, research, and communication is successfully accomplished by integrating theory, clinical practice, and advanced technologies. The curriculum facilitates the transition of students into professional nursing roles in a multifaceted, multicultural health care environment.

Honor Societies and Clubs

Honor societies, clubs, and service organizations are designed to support, augment, and supplement educational and professional development, and students are invited to participate in the Clayton State chapter of the Student Nurses Association (SNA). In addition, students exhibiting excellent grades, leadership ability, and high professional ethics may be invited to join the Sigma Theta Tau International Nursing Honor Society Xi Rho Chapter during their senior year.

Program Outcomes

1. Demonstrate human caring as a key philosophical basis for the practice of nursing.
2. Utilize effective communication skills to promote therapeutic nurse-client interactions and good collegial relationships.
3. Engage in critical thinking by using creative problem solving and making appropriate inferences, based on evidence derived from clinical practice.
4. Demonstrate client care that reflects the consideration of socioeconomic, political, legal, ethical and human diversity variables in the changing health care environment.
5. Demonstrate competence in utilizing information technology resources to advance professional practice.
6. Collaborate with health care providers from other disciplines to improve client outcomes.
7. Utilize nursing therapeutics based on a synthesis of critical thinking strategies and a theoretical knowledge base in nursing to provide competent professional care and maximize healthy outcomes.
8. Demonstrate commitment to ongoing professional development as a life-long learner.
9. Apply selected theoretical frameworks and evidence-based practice to nursing practice in diverse settings.

School of Nursing General Information

Dr. W. Michael Scott, Associate Dean

MichaelScott@clayton.edu

Dr. Victoria Foster, Interim Director of Undergraduate Nursing

VictoriaFoster@clayton.edu

Mission and Goals

Consistent with the mission statement of Clayton State University, the School of Nursing is committed to providing comprehensive nursing education to residents from a diverse range of ethnic, socioeconomic, experiential, and geographical backgrounds. The following essential considerations inform and guide the programs offered by the School of Nursing:

Accreditation

The baccalaureate and masters degree programs in nursing at Clayton State University are accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
202-887-6791
<http://www.ccneaccreditation.org>

The BSN program has approval of the Georgia Board of Nursing.

Georgia Board of Nursing
237 Coliseum Drive
Macon, Georgia 31217-3858
478-207-1640
<http://www.sos.state.ga.us/pbl/m/>

Programs

Baccalaureate Programs

- Double Bachelor Degrees in Nursing and Health Care Management (p. 103)
- Nursing, BSN (p. 103)
- RN-BSN Completion Track (p. 104)

Faculty

Tamika Baugh-Allen
Jennie S. Bergen
Kimberly Campbell
Elicia Collins
Annette Crew-Gooden
Samina Damani
Han N. Dong
Lisa W. Eichelberger
Victoria Foster
Susan Gronka
Carmen Harrison
Angela Hollis
Sharon Jones
Emily Kilburg
Crystal Marchant
Rebecca Morgan
Dianne Nelson
Grace Nteff
Comfort Obi
W. Michael Scott
Lisa Smiley
Shereda Taylor-Shaw
Tamara Thompson
Sharon White

Double Bachelor Degrees in Nursing and Health Care Management

Students who wish to enhance their employability by being qualified as both nurses and health care managers may wish to pursue the dual

degree option. Students may declare this double major upon acceptance and enrollment in the BSN program with a minimum GPA of 3.00.

Students must meet the following requirements:

1. Complete all requirements for the BSN.
2. Complete the following courses from Health Care Management Area F program prerequisites:

Code	Title	Credit Hours
ACCT 2101	Principles of Financial Acct.	3
ECON 2105	Principles of Macroeconomics	3
HSCI 2111	Intro to Health Care Environ.	3
ITFN 1101	Foundations-Information Tech.	3
Total Credit Hours		12

3. Complete the following courses from Health Care Management program requirements:

Code	Title	Credit Hours
HCMG 3101	Intro to Health Systems Mgmt.	3
HCMG 3401	Applied HR Mgt./Hlth Care Del.	3
HCMG 3501	Health Care Systems/TQM	3
HCMG 3901	Marketing in Health Care	3
HCMG 4560	Health Care Finance	3
HSCI 3520	Legal Issues in Health Care	3
HCMG 4500	Health Care Policy	3
Total Credit Hours		21

Grade of C or better required in all courses.

Minor in Spanish

Students who wish to enhance their employability by becoming multilingual may wish to pursue the minor in Spanish. Students should declare this minor upon University acceptance as course progression is sequential. See the College of Arts and Sciences for curriculum details.

Nursing, BSN

Basic Licensure Track

Students with an interest in nursing are admitted to Clayton State University as a Bachelor of Science in Health Sciences major with a concentration of pre-nursing. Refer to the Bachelor of Health Sciences section of this Catalog for details. Separate application to this competitive admission program is required upon completion of 60 hours of lower division requirements and transition course HLTH 3200 Pathophysiology for RNs. Students not admitted to this competitive admission program may continue with the Bachelor of Health Sciences degree in consultation with academic advisor to determine appropriate concentration and career path.

Admission

The basic licensure BSN track is available to recent high school graduates, non-traditional students, current Clayton State students,

and transfer students who meet University admission requirements. Graduates are prepared for initial licensure as a Registered Nurse.

Nursing application is separate from University application and admission. Admission is competitive and space is limited. Students are admitted each fall and spring semester into a full-time four semester program (excluding intervening summers).

Minimum admission requirements include (details on the School of Nursing website):

1. College grade point average (GPA) of 2.80 on 4.00 scale.
2. Completion of 45 semester hours of BSN core curriculum with grades of C (or K or S) or better in all natural and behavioral science, math and Area F courses at the time of application and 60 semesters hours at the time of enrollment in nursing program.
3. Successful completion of the USG system legislative requirements.
4. Satisfactory completion of designated nursing program entrance exam.
5. Satisfactory evidence of overall health status consistent with the performance standards for nursing and verified by a licensed health care professional.
6. Eligible for clearance on criminal background check and drug screening.
7. Applicants participating in Clayton State University's Honors Program are guaranteed admission if they meet all program admission standards.
8. Applicants who have attended another nursing program are required to disclose on their application and submit a letter of good standing from the program administrator. Applicants who have been dismissed from another nursing program are ineligible for admission to the Clayton State program. Applicants who have been suspended from another program due to academic or clinical performance will be considered on a case-by-case basis.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
Additional Core Curriculum requirements for the Bachelor of Science in Nursing degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
<i>Area D1 Required Courses</i>		
Select one of the following groups:		
Group 1:		
CHEM 1151	Survey of Chemistry I ¹	
CHEM 1151L	Survey of Chemistry Lab I	
Group 2:		
CHEM 1211	Principles of Chemistry I	
CHEM 1211L	Principles of Chemistry Lab I	
<i>Area D2 Required Courses</i>		
MATH 1401	Elementary Statistics	
Lower Division Major Requirements (Area F)		18
BIOL 1151	Human Anatomy and Physiology I	3
BIOL 1151L	Human Anatomy & Phys. Lab I	1
BIOL 1152	Human Anatomy & Physiology II	3
BIOL 1152L	Human Anatomy & Phys Lab II	1

BIOL 2250	Microbiology for Health Sci.	3
BIOL 2250L	Microbiology for Hlth. Sci.Lab	1
PSYC 2103	Intro to Human Development	3
Lower division elective ¹		3
Transition Course		3
HLTH 3201	Pathophysiology	3
Major Requirements		54
NURS 3110	Interactive Communication	3
NURS 3200	Health Assessment	3
NURS 3301	Health Promotions	3
NURS 3301L	Health Promotions Practicum	1
NURS 3383	Clinical Nursing Pharmacology	3
NURS 3401	Health Illness Transitions I	3
NURS 3401L	Health Illness Trans I Pract.	2
NURS 3501	Psychosocial Transitions	3
NURS 3501L	Psychosocial Transitions Prac.	2
NURS 3701	Health Illness Transitions II	3
NURS 3701L	Health Illness Trans. II Prac.	2
NURS 4000	Developmental Transitions I	3
NURS 4000L	Developmental Transitions I Pr	2
NURS 4100	Nursing Research	3
NURS 4201	Developmental Transitions II	3
NURS 4201L	Dev. Transitions II Practicum	2
NURS 4401	Health Illness Transitions III	3
NURS 4401L	Hlth Illness Transitions IIIP	3
NURS 4500	Role Transitions	2
NURS 4601	Organizational Transitions	4
NURS 4601L	Organizational Transitions P	1
Major Specific Elective		3
Choose any NURS, HLTH, HCMG, HFMG, or HSCI 3000/4000 level course (or appropriate upper division statistics course).		
Total Credit Hours		120

¹ Lab science sequence required for this Health Professions major

Academic Standards

Nursing students must maintain a semester grade point average (GPA) of 2.00 ("C") to progress in the program. A minimum grade of "C" is required in all upper division and major courses. Students who receive a "D", "F", "WF", or "U" in any nursing course may repeat that course one time only on a space available basis. Students who receive any two of the following: "D", "F", "WF", or "U" in any two nursing courses may not continue in the program. Reference BSN Student Handbook for details.

RN-BSN Completion Track

Admission

The RN-BSN completion track is available for registered nurses with an associate degree or diploma in nursing who meet University admission requirements. Clayton State participates in the Georgia Statewide Articulation Model.

Nursing application is separate from University application and admission. The distance learning program can be completed on a full-time or part-time basis. Graduates are prepared to practice in diverse

health care settings, including hospitals, homes, clinics, hospice, industry, and the community.

Minimum admission requirements include (details on the School of Nursing website):

1. Unrestricted current nursing licensure in the United States or eligibility for licensure
2. College grade point average (GPA) of 2.00 on 4.00 scale.
3. Completion of 45 semester hours of BSN core curriculum with grades of C (or K or S) or better in all natural and behavioral science, math and Area F courses at the time of application and 60 semester hours at the time of enrollment in the nursing program.
4. Successful completion of the legislative requirements.
5. Eligible for clearance on criminal background check and drug screening.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
Additional Core Curriculum requirements for the RN to BSN Completion Track are shown under the Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
<i>Area D1 Required Courses</i>		
CHEM 1151 & 1151L	Survey of Chemistry I and Survey of Chemistry Lab I ¹	
or CHEM 121 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	
<i>Area D2 Required Courses</i>		
MATH 1401	Elementary Statistics	
Lower Division Major Requirements (Area F)		18
Choose 18 hours of 1000/2000 level coursework (not applied in Core A-E).		
Transition Course		3
HLTH 3200	Pathophysiology for RNs	3
Career Block		up to 30
NURS 3101	Professional Issues ²	3
Major Requirements		23
NURS 3101	Professional Issues	3
NURS 3110	Interactive Communication	3
NURS 3201	Health Assessment for RNs	2
NURS 3202	Health Assessment Lab for RN's	1
NURS 4200	Research for Evi Based Practic	3
NURS 4503	RN Practicum	3
NURS 4300	Nursing Leadership & Mgmt RNs	4
NURS 4400	Comm & Pop-Foc Nurs Prac RNs	4
Major Specific Electives		4
Choose any NURS, HLTH, HCMG, HFMG or HSCI 3000/4000 level course.		
Choose any NURS, HLTH, HCMG, HFMG or HSCI 3000/4000 level course (or appropriate upper division statistics course).		
Total Credit Hours		120

¹ Lab science sequence required for this Health Professions major.

² Upon successful completion of NURS 3101 Professional Issues, RNs will receive up to 30 semester hours of credit.

Academic Standards

Nursing students must maintain a semester grade point average (GPA) of 2.00 ("C") to progress in the program. A minimum grade of "C" is required in all upper division and major courses. Students who receive a "D", "F", "WF", or "U" in any nursing course may repeat that course one time only on a space available basis. Students who receive any two of the following: "D", "F", "WF", or "U" in any two nursing courses may not continue in the program. Reference BSN Student Handbook for details.

College of Information and Mathematical Sciences

Administrative Officer

Lila F. Roberts, *Dean*

Vision Statement

The College of Information and Mathematical Sciences (CIMS) aspires to create a community of innovative thinkers who can facilitate the adaptation to rapidly changing conditions of our global society. From our strategic location in the Southern Crescent of metropolitan Atlanta, CIMS prepares a diverse workforce of highly qualified professionals in the mathematical, computer and information sciences and in mathematics education.

Mission and Goals

The mission of the College of Information and Mathematical Sciences (CIMS) is to provide a strong foundation in the core areas of Mathematics, Computer, and Information Sciences to meet the growing global need for professionals in these disciplines.

CIMS supports Clayton State University's strategic planning priorities by:

1. positioning the college as an academic unit that prepares its students to achieve in a rapidly changing technological society;
2. providing educational opportunities and student-centered approaches to teaching and learning that support student success in the programs of study and undergraduate research for our majors, the quantitative areas within the general education courses, and service courses for other degree programs across campus;
3. continually improving and expanding the college's academic programs to integrate research-based best practices in teaching and learning in mathematics and computing disciplines and to attract more students to CSU to study in these fields;
4. seeking external funding sources to support the college's programs in teaching, research, and improvement of our technology infrastructure;
5. building and nurturing a sense of community among the college's faculty and students;
6. engaging in active outreach efforts with community partners in education and industry.

Programs

Instructional Organization

The College of Information and Mathematical Sciences has two academic departments, Computer Science and Information Technology and Mathematics. The college offers the following undergraduate degrees. Graduate degree programs can be found under the School of Graduate Studies (p. 119).

- Department of Computer Science and Information Technology (p. 106)
 - Computer Science, BS (p. 107)
 - Computer Science, Minor (p. 108)
 - Information Technology, AAS (p. 108)
 - Information Technology, BIT (p. 109)
 - Information Technology, Minor (p. 110)
- Department of Mathematics (p. 110)
 - Mathematics, BS (p. 110)
 - Mathematics, BS, Secondary Education Concentration (p. 111)
 - Mathematics, Minor (p. 112)
- Pathways to Engineering (p. 112)
 - Dual Degree Options (p. 113)
 - REPP - Regents' Engineering Pathways Program (p. 118)

The academic departments teach courses that support early and middle grades education and the core curriculum.

The College participates in the Regents' Engineering Pathways Program (REPP), that provides a structure for students who are interested in seeking a degree in engineering. The REPP provides a mechanism for students to take prescribed coursework that facilitates transfer to the various engineering programs in Georgia. Using the REPP program, we also offer an opportunity for students to obtain dual degrees from Georgia Institute of Technology and Clayton State.

In addition to the undergraduate programs, the College of Information and Mathematical Sciences offers a Master of Archival Studies. The college also provides concentrations in Mathematics that support the Master of Arts in Teaching and the Master of Arts in Liberal Studies.

Department of Computer Science and Information Technology

General Information

Dr. Lila Roberts, *Dean and Acting Chair*
LilaRoberts@clayton.edu

Mission and Goals

The Department of Computer Science & Information Technology offers the following degree and minor programs:

- Bachelor of Science in Computer Science (BSCS)
- Minor Program in Computer Science
- Associate of Applied Science in Information Technology (AASIT)
- Bachelor of Information Technology (BIT)
- Minor Program in Information Technology

The Computer Science program prepares students for careers that require computational thinking and problem-solving skills, becoming ethical and contributing members of their communities.

Upon completion of the BSCS program, graduates will be able to:

1. Solve complex and significant problems with professional skill by formulating efficient and effective algorithmic solutions to a wide variety of sophisticated problems normally encountered in computing and in academe
2. Express algorithms clearly and correctly in a variety of programming languages
3. Apply core concepts in computer science
4. Apply professional and ethical standards to computing related disciplines

The Information Technology program prepares students to compete in the rapidly expanding job market, to contribute to the intellectual body of knowledge, and to engage with their communities.

Upon completion of the BIT program, graduates will be able to:

1. Use and apply current IT discipline-related concepts and practices
2. Identify and analyze problems or opportunities in the IT realm and define requirements for addressing them when an IT solution is appropriate
3. Design and develop effective IT-based solutions and integrate them into user environment
4. Create and implement effective project plans
5. Identify and investigate current and emerging technologies and assess their applicability to address individual and organizational needs
6. Analyze the impact of technology on individuals, organizations, and society
7. Collaborate in teams to accomplish common goals
8. Communicate effectively and efficiently
9. Recognize the qualities necessary to succeed in a professional environment

Student Organizations

Student organizations supporting the educational and professional development of students are the Student Chapter of the Association for Computing Machinery (ACM) and the Organization for Women Interested in Science, Technology, Engineering, and Mathematics (Wi²STEM).

Programs

Associate Programs

- Information Technology, AAS (p. 108)

Baccalaureate Programs

- Computer Science, BS (p. 107)
- Information Technology, BIT (p. 109)

Minor Programs

- Computer Science, Minor (p. 108)
- Information Technology, Minor (p. 110)

Faculty

Shakil Akhtar
 Larry D. Booth
 Byron A. Jeff
 Jillian Morgan
 Ken D. Nguyen
 Junfeng Qu
 Muhammad A. Rahman
 Ade Randall Thompson

Computer Science, BS Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p. 107)		42
All Core Curriculum requirements for the BSCS degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
CSCI 1100	Applied Computing	3
CSCI 1301	Computer Science I	3
CSCI 1302	Computer Science II	3
CSCI 2302	Data Structures and Algorithms	3
CSCI 2305	Computer Org. & Architecture	3
MATH 2020	Introductory Discrete Math	3
Additional Lower Division Major Requirements		15
MATH 1501	Calculus I (carry-over taken in Area A2 or D2)	1
MATH 1401	Elementary Statistics	3
MATH 2140	Introductory Linear Algebra	3
MATH 2502	Calculus II ¹	4
Choose one from the following:		4
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	
MATH 2503	Calculus III	
Upper Division Major Requirements		24
CSCI 3300	Professional Dev and Ethics	3
CSCI 3305	Operating Systems	3
CSCI 3306	Computer Networks & Security	3
CSCI 3310	Databases Design & Implement.	3
CSCI 3320	Software Engineering Design	3
CSCI 3333	Programming Languages	3
CSCI 4333	Theory of Computation	3
or CSCI 4334	Algorithm Design & Analysis	
Choose one from the following:		3
CSCI 4320	Software Engineering Practicum	
CSCI 4360	Computer Science Research	
CSCI 4370	Internship in Computer Science	
Major Concentration		15

Choose one concentration from the following:

Big Data Concentration (p. 107)	
Cybersecurity Concentration (p. 107)	
Games Design and Programming Concentration (p. 107)	
General Computer Science Concentration (p. 107)	
Technical Writing	3
ENGL 3900	Professional & Tech. Writing
Free Elective	3-6
Choose three to six hours of free electives. ²	
Total Credit Hours	120

¹ One hour of carry-over if MATH 2502 Calculus II was taken in Area D2, otherwise must take MATH 2502 Calculus II to satisfy this requirement with 4 hours applied here.

² If MATH 2502 Calculus II was used for satisfying Area D2, then six credit hours remain as free electives.

Major Concentration Requirements

Big Data Concentration

Code	Title	Credit Hours
CSCI 4201	Advanced Topics in Databases	3
CSCI 4202	Data and Visual Analytics	3
CSCI 4307	Artificial Intelligence	3
CSCI 4308	Adv Topics in Par & Dist Comp	3
MATH 3220	Applied Statistics	3
or MATH 4350	Graph Theory	
Total Credit Hours		15

Cybersecurity Concentration

Code	Title	Credit Hours
CSCI 3601	SW Security, Testing, and QA	3
or ITFN 3316	SW Security, Testing, and QA	
CSCI 4317	OS Security, Prog, & Admin	3
or ITFN 4601	OS Security, Prog, & Admin	
ITNW 4501	Network Planning and Design	3
ITNW 4502	Secure Networks & Comm. Protoc	3
ITMM 4423	Security for E-Commerce	3
Total Credit Hours		15

Games Design and Programming Concentration

Code	Title	Credit Hours
CSCI 3301	Game Design & Programming	3
CSCI 4301	Game Design & Programming II	3
CSCI 4304	Computer Graphics	3
CSCI 4307	Artificial Intelligence	3
CSCI 4315	Human Computer Interface	3
or CSCI 4601	Mobile Software Development	
Total Credit Hours		15

General Computer Science Concentration

Choose 15 hours of upper-division CSCI courses.

Other Program-Specific Graduation Requirements

Computer Science students must earn a grade of C or better (or K) in the following courses:

- All IT courses (i.e., courses with ITDB, ITFN, ITNW, ITMM, and WBIT prefixes)
- All CS courses (i.e., courses with CSCI prefix)
- ENGL 1101 English Composition I & ENGL 1102 English Composition II; CRIT 1101 Critical Thinking
- All MATH courses applied toward graduation
- All upper division courses applied toward graduation.

Computer Science, Minor

The minor program in Computer Science enhances the knowledge and skills of students aiming for careers in business, engineering, and sciences, where the understanding of computational and algorithmic thinking as well as problem solving and computer coding skills provide a benefit beyond the normal coursework in their major.

Program Requirements

Code	Title	Credit Hours
Required Lower-Division Courses		9
CSCI 1301	Computer Science I	3
CSCI 1302	Computer Science II	3
CSCI 2302	Data Structures and Algorithms	3
Elective Upper-Division Courses		9
Students are required to complete nine hours of upper-division CSCI courses. ¹		
Total Credit Hours		18

¹ CSCI 4800 Special Topics in Computer Sci can count for a maximum of three hours.

Other Program-Specific Graduation Requirements

Courses taken to satisfy core areas A through E cannot be used for satisfying the requirements for the Computer Science minor. All courses and prerequisites must be completed with a grade of 'C' or better (or K).

Information Technology, AAS Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		23
Area A1		
ENGL 1101	English Composition I	
ENGL 1102	English Composition II	
Area A2		
Mathematics course		
Area B1		
CRIT 1101	Critical Thinking	

Area B2		
Communication or Foreign Language course ¹		
Area D2		
Science, Math, or Technology course (non-science majors)		
Area E1		
POLS 1101	American Government	
Area E3		
American History course		
Lower Division Major Requirements (Area F)		18
ITFN 1101	Foundations-Information Tech.	3
ITFN 1201	Foundations of Database Design	3
CSCI 1301	Computer Science I ²	3
CSCI 1302	Computer Science II ²	3
ITFN 2214	Web Application Development	3
Choose one from the following:		3
MATH 1401	Elementary Statistics	
MATH 2020	Introductory Discrete Math	
MATH 2502	Calculus II	
WBIT 2300	Discrete Math for IT	
Lower Division Major Requirements (IT Foundations)		9
ITFN 1401	Foundations of Webmaster	3
ITFN 1502	Fnds. of Networking & Security	3
ITFN 2512	Interm. Networking & Security	3
Free Electives		10
Choose 10 hours of free electives.		
Total Credit Hours		60

¹ COMM 1001 Presentational Speaking & COMM 1002 Presentation Applications recommended for students who have not fulfilled Area B2 requirements.

² Programming options are CSCI 1301 Computer Science I/CSCI 1302 Computer Science II or WBIT 1310 Program and Problem Solving I/WBIT 2311 Prog. & Prob. Solving II.

Other Program-Specific Graduation Requirements

AASIT students must earn a grade of C or better (or K) in the following courses:

- All IT courses (i.e., courses with ITDB, ITFN, ITNW, ITMM, and WBIT prefixes)
- All CS courses (i.e., courses with CSCI prefix)
- ENGL 1101 English Composition I & ENGL 1102 English Composition II; CRIT 1101 Critical Thinking
- All MATH courses applied toward the degree, including WBIT 2300 Discrete Math for IT.

Information Technology, BIT

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the BIT degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
ITFN 1101	Foundations-Information Tech.	3
ITFN 1201	Foundations of Database Design	3
CSCI 1301	Computer Science I ¹	3
CSCI 1302	Computer Science II ¹	3
ITFN 2214	Web Application Development	3
Choose one from the following:		3
MATH 1401	Elementary Statistics	
MATH 2020	Introductory Discrete Math	
MATH 2502	Calculus II	
WBIT 2300	Discrete Math for IT	
Lower Division Major Requirements (IT Foundations)		9
ITFN 1401	Foundations of Webmaster	3
ITFN 1502	Fnds. of Networking & Security	3
ITFN 2512	Interm. Networking & Security	3
Upper Division Major Requirements		27
ITFN 3003	Professional Dev. and Ethics	3
ITFN 3103	Human-Computer Interaction	3
ITFN 3112	System Analysis and Design	3
ITFN 3144	Informatics Project Management	3
ITFN 3314	Testing and Quality Assurance	3
or ITFN 3316	SW Security, Testing, and QA	
ITFN 3601	Operating Systems	3
ITFN 4014	Internship Cooperative	3
ITFN 4154	Informatics Integration	3
ITFN 4433	Web Integration	3
Upper Division Information Technology Electives		3
Choose three hours of electives.		
Major Concentration		9
Choose one emphasis from the following:		
Database Administration Emphasis		
Networking and Security Emphasis		
Informatics Emphasis		
Free Electives		12
Choose 12 hours of free electives. ²		
Total Credit Hours		120

¹ Programming options are CSCI 1301 Computer Science I/CSCI 1302 Computer Science II or WBIT 1310 Program and Problem Solving I/WBIT 2311 Prog. & Prob. Solving II.

² Students pursuing Informatics Emphasis should choose courses in the free electives to satisfy prerequisites of the required upper division courses from the selected area of emphasis.

Major Concentration Requirements

Database Administration Emphasis

Code	Title	Credit Hours
ITDB 4201	Advanced Database Modeling	3
ITDB 4202	Database Applications	3
ITDB 4203	Database Admin & Architecture	3
Total Credit Hours		9

Networking and Security Emphasis

Code	Title	Credit Hours
ITNW 4501	Network Planning and Design	3
ITNW 4502	Secure Networks & Comm. Protoc	3
ITMM 4423	Security for E-Commerce	3
Total Credit Hours		9

Informatics Emphasis

Choose nine hours of upper division courses in a single discipline or in a recognized minor program at Clayton State. Students should use Free Electives to satisfy any prerequisites for upper division coursework in an Informatics Emphasis. See additional information below.

Additional Information about Informatics Emphasis

BIT students are encouraged to apply information technology skills to solve real world problems by taking coursework in another discipline. The BIT program provides flexibility for students to complete a minor at Clayton State. An example for an informatics emphasis is Health Informatics. The coursework that constitutes the Health Informatics Emphasis are:

Code	Title	Credit Hours
HCMG 3101	Intro to Health Systems Mgmt.	3
HCMG 3340	Healthcare Information Tech.	3
HCMG 3501	Health Care Systems/TQM	3
Total Credit Hours		9

Students pursuing the Health Informatics Emphasis should take HSCI 2111 Intro to Health Care Environ. as their Free Electives.

Students should consult with academic advisor to explore other areas for Informatics Emphasis.

Other Program-Specific Graduation Requirements

BIT students must earn a grade of C or better (or K) in the following courses:

- All IT courses (i.e., courses with ITDB, ITFN, ITNW, ITMM, and WBIT prefixes)
- All CS courses (i.e., courses with CSCI prefix)
- ENGL 1101 English Composition I & ENGL 1102 English Composition II; CRIT 1101 Critical Thinking
- All MATH courses applied toward graduation, including WBIT 2300 Discrete Math for IT
- All upper division courses applied toward graduation.

Information Technology, Minor

Program Requirements

The minor program in Information Technology enhances the knowledge and skills of students aiming for careers in business, healthcare, and sciences, where the understanding of information technology and basic coding skills provide a benefit beyond the normal coursework in their major.

Code	Title	Credit Hours
ITFN 1101	Foundations-Information Tech.	3
Choose one from the following:		3
CSCI 1301	Computer Science I	
WBIT 1310	Program and Problem Solving I	
Choose one from the following:		3
CSCI 1302	Computer Science II	
WBIT 2311	Prog. & Prob. Solving II	
ITFN 3314	Testing and Quality Assurance	3
or ITFN 3316	SW Security, Testing, and QA	
ITFN 3112	System Analysis and Design	3
Total Credit Hours		15

Other Program-Specific Graduation Requirements

Courses taken to satisfy core areas A through E cannot be used for satisfying the requirements for the Information Technology minor. All courses and prerequisites must be completed with a grade of 'C' or better (or K).

Department of Mathematics

General Information

Dr. Catherine Matos, *Interim Chair*
 CatherineMatos@clayton.edu

Mission and Goals

The mathematics program offers instruction in mathematics and computing and is responsible for the following programs and courses:

- Bachelor of Science Degree program in Mathematics
- Bachelor of Science Degree program in Mathematics with Concentration in Secondary Education
- Minor in Mathematics
- Upper division service courses that support Computer Science, Information Technology and Teacher Education baccalaureate programs
- Lower division courses that meet requirements in Areas A and D of the Core Curriculum and that may serve other programs in Area F or as general electives

Programs

Baccalaureate Programs

- Mathematics, BS (p. 110)
- Mathematics, BS, Secondary Education Concentration (p. 111)

Minor Programs

- Mathematics, Minor (p. 112)

Faculty

Scott M. Bailey
 Ervin China
 Michael J. Dancs
 Keith H. Driscoll
 Jennifer Harris
 Weihu Hong
 Elliot J. Krop
 Colton Magnant
 Catherine Matos
 Billie May
 Kelli Nipper
 David Plaxco
 Christopher P. Raridan
 Lila F. Roberts
 Jelinda Spotorno
 Anthony B. Stinson
 David B. Williams

Mathematics, BS

The program of study for the BS in Mathematics is designed to prepare the graduate for a career in a field that employs professionals with mathematical and/or computer science competence. At the same time, it provides for the student to add courses that will prepare him/her to pursue a graduate degree in either mathematics or computer science.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the BS in Mathematics degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
CSCI 1301	Computer Science I ¹	0 or 3
or CSCI 1371	Computing for Engineers	
MATH 1501	Calculus I (1 hour if taken in Area D2 or Area A)	1 or 4
MATH 2140	Introductory Linear Algebra	3
MATH 2502	Calculus II ²	1 or 4
MATH 2503	Calculus III	4

Elective

Select a minimum number of hours for a total of 18 hours in Area F. 3

CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II	
CSCI 1302	Computer Science II	
MATH 1401	Elementary Statistics (0 hours if taken in Area D2)	
MATH 2020	Introductory Discrete Math	
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	

Upper Division Major Requirements		15
MATH 3005	A Transition to Higher Math	3
MATH 3006	Communication in Mathematics	1
MATH 3110	Survey of Algebra	3
MATH 3303	Differential Equations	3
MATH 3520	Introduction to Analysis	3
MATH 4987	Directed Undergrad Research I	1
MATH 4988	Directed Undergrad Research II	1
MATH 4989	Senior Capstone Project	0

Upper Division Math Electives 12

Choose at least three courses from the following:

MATH 3220	Applied Statistics	
MATH 4231	Modern Geometry	
MATH 4250	Elementary Number Theory	
MATH 4261	Introduction to Probability	
MATH 4303	Partial Differential Equations	
MATH 4320	Numerical Methods	
MATH 4350	Graph Theory	
MATH 4360	Combinatorics	

Choose one additional course from the list above or from the following:

MATH 4800	Selected Topics in Mathematics	
-----------	--------------------------------	--

Electives 33

Choose 33 hours of electives, including at least 12 hours of 3000-level courses or above to complete the graduation requirement for upper division credits.³

Total Credit Hours 120

¹ CSCI 1301 is 0 hours if taken in Area D2; CSCI 1371 cannot be used in Area F if CSCI 1301 is used in Area D2

² One hour of carry-over if MATH 2502 Calculus II was taken in Area D2, otherwise must take 4 hours to satisfy this requirement

³ Courses that will not be counted toward the degree are:

- MATH 1101 Intro to Mathematical Modeling
- MATH 1111 College Algebra
- MATH 1241 Survey of Calculus
- MATH 2010 Number Concepts & Relations
- MATH 3020 Concepts of Algebra
- MATH 3030 Concepts of Geometry
- MATH 4010 Mathematical Problem Solving
- MATH 4020 Concepts of Discrete Math.

Other Requirements

The student must also complete one of the following:

1. Complete a second science sequence for science majors and one 2000 level or above science course, excluding BIOL 2250 Microbiology for Health Sci. and BIOL 2250L Microbiology for Hlth. Sci.Lab.
2. An approved minor other than Mathematics.

For the BS in Mathematics, no course labeled MATH with a grade of D may be used for credit towards graduation. No more than one (1) D in any course may be used towards credit for graduation.

Mathematics, BS, Secondary Education Concentration

The program of study for the BS in Mathematics with a Concentration in Secondary Education is designed to prepare the graduate for a career as a certified professional in teaching Mathematics at the secondary level.

Program Requirements

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		42
All Core Curriculum requirements for the BS in Mathematics with a Concentration in Secondary Education degree are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog.		
Lower Division Major Requirements (Area F)		18
CSCI 1301	Computer Science I ¹	0 or 3
or CSCI 1371	Computing for Engineers	
MATH 1501	Calculus I (1 hour if taken in Area D2 or Area A)	1 or 4
MATH 2140	Introductory Linear Algebra	3
MATH 2502	Calculus II ²	1 or 4
MATH 2503	Calculus III	4
MATH 1401	Elementary Statistics (0 if taken in Area D2)	0 or 3
MATH 2020	Introductory Discrete Math ³	3
Upper Division Major Requirements (Sec. Ed.)		25
MATH 3005	A Transition to Higher Math	3
MATH 3006	Communication in Mathematics	1
MATH 3110	Survey of Algebra	3
MATH 3220	Applied Statistics	3
MATH 3303	Differential Equations	3
MATH 3520	Introduction to Analysis	3
MATH 4050	Methods of Teaching Sec. Math	3
MATH 4231	Modern Geometry	3
MATH 4250	Elementary Number Theory	3
MATH 4989	Senior Capstone Project	0

Education Related Electives		27
EDUC 2110	Invest. Critical/Contem. Issue	3
EDUC 2120	Exploring Socio-Culture	3
EDUC 2130	Exploring Learning & Teaching	3
EDUC 3030	Exploring-Exceptional Learner	3
EDUC 3200	Secondary Curr. & Assessment	3
EDUC 3210	Classroom Methods & Mgmt.	3
EDUC 4003	Secondary Level Seminar	1
EDUC 4725	Secondary Practicum	2
EDUC 4730	Secondary Level Internship	3
EDUC 4731	Secondary Level Internship	3
Electives		8
Choose at least eight hours of electives. ^{4,5}		
Total Credit Hours		120

- ¹ CSCI 1301 Computer Science I is 0 hours if taken in Area D2; CSCI 1371 Computing for Engineers cannot be used in Area F if CSCI 1301 Computer Science I is used in Area D2
- ² One hour of carry-over if MATH 2502 Calculus II was taken in Area D2, otherwise must take 4 hours to satisfy this requirement.
- ³ If MATH 2502 Calculus II was taken in Area D2.
- ⁴ MATH 2020 Introductory Discrete Math Discrete Mathematics must be taken if not satisfied in Area F.
- ⁵ Courses that will not be counted toward the degree are:
 - MATH 1101 Intro to Mathematical Modeling
 - MATH 1111 College Algebra
 - MATH 1241 Survey of Calculus
 - MATH 2010 Number Concepts & Relations
 - MATH 3020 Concepts of Algebra
 - MATH 3030 Concepts of Geometry
 - MATH 4010 Mathematical Problem Solving
 - MATH 4020 Concepts of Discrete Math.

For the BS in Mathematics (Concentration in Secondary Education), no course labeled MATH or EDUC with a grade of D may be used for credit towards graduation. No more than one (1) D in any course may be used towards credit for graduation.

Education Policies and Procedures

Education students are bound by the rules and policies stated in the Teacher Education Unit Policy Manual and in the Intern Handbook. Both are posted on the Teacher Education home page at <http://www.clayton.edu/teachered>. Please see the Department of Teacher Education for admission, graduation, and certification requirements.

Mathematics, Minor

The objective of the minor is to more fully prepare students for careers in business, computer science and information technology, the science fields, the government, etc. that require a deeper appreciation and a more sophisticated understanding of mathematics than normally found in their major.

Program Requirements

If MATH 1501 Calculus I is Taken in Area D

Code	Title	Credit Hours
MATH 1501	Calculus I (1 hour carry over from Area D)	1
MATH 2140	Introductory Linear Algebra	3
MATH 2502	Calculus II	4
Approved 3000 or above level courses labeled MATH		9
Total Credit Hours		17

If MATH 1501 Calculus I is Taken in Area A

Code	Title	Credit Hours
MATH 1501	Calculus I (1 hour carry over from Area A)	1
MATH 2140	Introductory Linear Algebra	3
MATH 2502	Calculus II (1 hour carry over from Area A)	1
Approved course in MATH or CSCI		3-4
Approved 3000 or above level courses labeled MATH		9
Total Credit Hours		17-18

Approved Courses for Minor

Code	Title	Credit Hours
MATH 1401	Elementary Statistics	3
MATH 2020	Introductory Discrete Math	3
MATH 2503	Calculus III	4
CSCI 1301	Computer Science I	3
CSCI 1302	Computer Science II	3
Any MATH course 3000 or above ¹		

- ¹ Excluding:
- MATH 3010 Number Concepts & Relations
 - MATH 3010S Number Concepts & Relationship
 - MATH 3020 Concepts of Algebra
 - MATH 3030 Concepts of Geometry
 - MATH 4010 Mathematical Problem Solving
 - MATH 4050 Methods of Teaching Sec. Math

Pathways to Engineering

General Information

Catherine Matos, Coordinator

CatherineMatos@clayton.edu

Mission and Goals

Clayton State University has developed multiple pathways for students to follow to help them earn a degree in engineering.

- Clayton State offers an Associate of Science Degree program from which a student may transfer into a Bachelor's degree program.
- Clayton State University also offers a formal transfer program (REPP) in which students complete a 2 year program of study at Clayton State and then transfer to one of the 5 engineering schools in Georgia: Georgia Tech, Georgia Southern, University of Georgia,

Kennesaw State University, or Mercer University to complete a Bachelor's degree in an engineering field.

- Clayton State University offers multiple Dual Degree programs in which an undergraduate Clayton State student would earn a Bachelor of Science (BS) degree from Clayton State in Computer Science, Mathematics, Chemistry or Integrated Studies, or Mathematics and a BS in Engineering from Georgia Tech in a typical five year period.

More information about each of these pathways is listed below. It is very important that students who are interested in earning an Engineering degree contact an Engineering Advisor right away.

Programs

Baccalaureate Programs

- Dual Degree Options (p. 113)
 - Computer Science + Engineering (<https://catalog.clayton.edu/academic-catalog/information-mathematical-sciences/pathways-engineering/academic-catalog/information-mathematical-sciences/pathways-engineering/dual-degree-options>)
 - Mathematics + Engineering (<https://catalog.clayton.edu/academic-catalog/information-mathematical-sciences/pathways-engineering/academic-catalog/information-mathematical-sciences/pathways-engineering/dual-degree-options>)
 - Integrative Studies + Engineering (<https://catalog.clayton.edu/academic-catalog/information-mathematical-sciences/pathways-engineering/academic-catalog/information-mathematical-sciences/pathways-engineering/dual-degree-options>)

Transfer Programs

- REPP - Regents' Engineering Pathways Program (p. 118)

Dual Degree Options

Through an agreement with Clayton State and the Georgia Institute of Technology, students may complete a specified three-year program of study at CSU, and then attend Georgia Institute of Technology for approximately two years. After completion of the engineering program at Georgia Institute of Technology, the student will receive two degrees:

a **Bachelor of Science** from Clayton State in:

- **Computer Science,**
- **Mathematics,**
- **Chemistry** or
- **Integrative Studies**

and a **Bachelor of Science from Georgia Tech** in Engineering (restricted to Chemical and Biomolecular Engineering for the Chemistry Dual Degree option).

In order to transfer to Georgia Tech, students must:

- Obtain an overall GPA of at least 3.3 (all attempts at all courses).
- Obtain a math/science GPA of at least 3.3 (all natural science courses and all MATH 1501 Calculus I and higher).

- Be enrolled at Clayton State for at least 2 semesters immediately preceding transfer to GT, i.e. Fall/Spring or Spring/Summer for a Fall GT enrollment
- Admission to Georgia Tech is not guaranteed

Additional Program-Specific Graduation requirements for all Dual Degree Programs:

All Dual Degree students must earn a grade of C or better (or K) in the following courses:

- All MATH courses applied towards the degree
- All science courses (i.e., courses with BIOL, CHEM, or PHYS prefixes) applied towards the degree
- All CSCI courses applied towards the degree
- ENGL 1101 & 1101; CRIT 1101

A maximum of one grade of D is allowed to be applied towards the degree.

Dual Degree Program Options

Computer Science + Engineering (p. 113)

Mathematics + Engineering (p. 113)

Integrative Studies + Engineering (p. 113)

Computer Science + Engineering

Code	Title	Credit Hours
	General Education Requirements (Areas A-E)	42
	Lower Division Major Requirements (Area F)	18
	Required Lower Division Computer Science & Mathematics Courses ¹	9-12
	Required Upper Division Computer Science & Mathematics Courses	21
	Guided Electives	8
	Total Credit Hours	98-101

¹ Credits vary based on Area A Math Course.

Mathematics + Engineering

Code	Title	Credit Hours
	General Education Requirements (Areas A-E)	42
	Lower Division Major Requirements (Area F)	18
	Required Upper-Division Mathematics Courses	13
	Elective Upper-Division Mathematics Courses	12
	Guided Electives ¹	8-11
	Total Credit Hours	93-96

¹ Credits vary based on Area A Math Course.

Integrative Studies + Engineering

Code	Title	Credit Hours
	General Education Requirements (Areas A-E)	42
	Lower Division Major Requirements (Area F)	18
	Additional Lower Division Requirements ¹	5-8

Differential Equations Requirement	3
Lower Division Math/Science/CSCI Electives ²	
Upper Division Math/Science/CSCI Electives ²	
Total Credit Hours	92-95

¹ Credits vary based on Area A Math Course.

² Must Total at least 24 hours.

The remainder of the 120-hour program of study will consist of upper division engineering courses, which are included in the program of study for the engineering degree program at Georgia Tech. *It is the responsibility of the student to ensure they take the correct science and mathematics sequence – as they differ throughout the engineering disciplines. Students are strongly encouraged to speak with an advisor before entering this program of study.*

Program Requirements

Computer Science + Engineering

For Students Using MATH 1112 Trigonometry & Analytic Geom or MATH 1113 Pre-Calculus in Area A

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		
All other Core Curriculum requirements for the Dual-Degree Program are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog. ¹		42
Subtotal		42
Lower Division Major Requirements (Area F)		
MATH 1501	Calculus I (excess hour from Area D)	1
MATH 1401	Elementary Statistics	3
MATH 2502	Calculus II	4
MATH 2503	Calculus III (excess hour from Required Lower-Division Mathematics Course)	1
MATH 2140	Introductory Linear Algebra	3
MATH 2020	Introductory Discrete Math	3
CSCI 1301	Computer Science I	3
Subtotal		18
Required Lower-Division Mathematics Course		
MATH 2503	Calculus III	3
Subtotal		3
Required Lower-Division Computer Science Courses		
CSCI 1302	Computer Science II	3
CSCI 2302	Data Structures and Algorithms	3
CSCI 2305	Computer Org. & Architecture	3
Subtotal		9
Required Upper-Division Computer Science/Mathematics Courses		
MATH 3303	Differential Equations	3
CSCI 3305	Operating Systems	3
CSCI 3306	Computer Networks & Security	3
CSCI 3310	Databases Design & Implement.	3
CSCI 3320	Software Engineering Design	3
CSCI 3333	Programming Languages	3
CSCI 4333	Theory of Computation	3
or CSCI 4334	Algorithm Design & Analysis	
Subtotal		21

Additional Guided Science Electives		
Choose two from the following: ^{2,3}		8
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	
Science Electives: CHEM, BIOL, or PHYS		
Subtotal		8
Total Credit Hours		101

- ¹ MATH 1112 Trigonometry & Analytic Geom or MATH 1113 Pre-Calculus must be taken in Area A.
A science sequence must be completed in Area D.
Economics (ECON 1101 Survey of Economics, ECON 2105 Principles of Macroeconomics, or ECON 2106 Principles of Microeconomics) is required for the Georgia Tech degree and may be taken at Clayton State to satisfy Area E4
- ² The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen in consultation with your advisor to satisfy the requirements of the particular engineering discipline at Georgia Tech.
- ³ Chemical Engineering recommends BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to the required Physics and Chemistry sequences; Environmental Engineering requires BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to CHEM 1211 Principles of Chemistry I/CHEM 1211L Principles of Chemistry Lab I. Aerospace, and Materials Science and Polymer, Textile, and Fiber engineering programs require Physics and Chemistry sequences.

Computer Science + Engineering

For Students Using MATH 1501 Calculus I in Area A

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		
All other Core Curriculum requirements for the Dual-Degree Program are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog. ¹		42
Subtotal		42
Lower Division Major Requirements (Area F)		
MATH 1401	Elementary Statistics	3
MATH 1501	Calculus I (excess hour from Area A)	1
MATH 2502	Calculus II (excess hour from Area D)	1
MATH 2503	Calculus III	4
MATH 2140	Introductory Linear Algebra	3
MATH 2020	Introductory Discrete Math	3
CSCI 1301	Computer Science I	3
Subtotal		18
Required Lower-Division Computer Science Courses		
CSCI 1302	Computer Science II	3

CSCI 2302	Data Structures and Algorithms	3
CSCI 2305	Computer Org. & Architecture	3
Subtotal		9
Required Upper-Division Computer Science/Mathematics Courses		
MATH 3303	Differential Equations	3
CSCI 3305	Operating Systems	3
CSCI 3306	Computer Networks & Security	3
CSCI 3310	Databases Design & Implement.	3
CSCI 3320	Software Engineering Design	3
CSCI 3333	Programming Languages	3
CSCI 4333	Theory of Computation	3
or CSCI 4334	Algorithm Design & Analysis	
Subtotal		21
Additional Guided Science Electives		
Choose two from the following: ^{2,3}		8
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	
Subtotal		
Total Credit Hours		98

¹ MATH 1501 Calculus I must be taken in Area A. Economics (ECON 1101 Survey of Economics, ECON 2105 Principles of Macroeconomics, or ECON 2106 Principles of Microeconomics) is required for the Georgia Tech degree and may be taken at Clayton State to satisfy Area E4

² The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen in consultation with your advisor to satisfy the requirements of the particular engineering discipline at Georgia Tech.

³ Chemical Engineering recommends BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to the required Physics and Chemistry sequences; Environmental Engineering requires BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to CHEM 1211 Principles of Chemistry I/CHEM 1211L Principles of Chemistry Lab I. Aerospace, and Materials Science and Polymer, Textile, and Fiber engineering programs require Physics and Chemistry sequences.

Mathematics + Engineering

For Students Using MATH 1112 Trigonometry & Analytic Geom or MATH 1113 Pre-Calculus in Area A

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		
All other Core Curriculum requirements for the Dual-Degree Program are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog. ¹		42

Subtotal		42
Lower Division Major Requirements (Area F)		
MATH 1501	Calculus I (excess hour from Area D)	1
MATH 2502	Calculus II	4
MATH 2503	Calculus III	4
MATH 2140	Introductory Linear Algebra	3
Choose one from the following:		3
CHEM 1211	Principles of Chemistry I ²	
PHYS 2211	Principles of Physics I ²	
MATH 1401	Elementary Statistics	
MATH 2020	Introductory Discrete Math	
Choose one from the following, depending on intended major:		3
CSCI 1301	Computer Science I (Electrical, Computer, and Industrial Engineering)	
CSCI 1371	Computing for Engineers (All Other Engineering Majors)	
Subtotal		18
Required Upper-Division Mathematics Courses		
MATH 3005	A Transition to Higher Math	3
MATH 3006	Communication in Mathematics	1
MATH 3110	Survey of Algebra	3
MATH 3520	Introduction to Analysis	3
MATH 3303	Differential Equations	3
Subtotal		13
Upper-Division Mathematics Elective		
Choose three from the following:		9
MATH 3220	Applied Statistics	
MATH 4303	Partial Differential Equations	
MATH 4130	Applied Algebra	
MATH 4250	Elementary Number Theory	
MATH 4320	Numerical Methods	
MATH 4231	Modern Geometry	
MATH 4350	Graph Theory	
MATH 4360	Combinatorics	
Choose one from the following:		3
MATH 4800	Selected Topics in Mathematics	
One additional course from the Upper-Division Mathematics Electives above		
Subtotal		12
Guided Electives		
Choose one from the following if not taken in Area E:		0-3
ECON 1101	Survey of Economics	
ECON 2105	Principles of Macroeconomics	
ECON 2106	Principles of Microeconomics	
The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech: ^{3,4}		5
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	

CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	
Select from CHEM, BIOL, or PHYS		
<i>Remaining Guided Electives</i>		
Choose one from the following:		3
MATH 1401	Elementary Statistics	
MATH 2020	Introductory Discrete Math	
MATH 3220	Applied Statistics	
MATH 4231	Modern Geometry	
MATH 4250	Elementary Number Theory	
MATH 4350	Graph Theory	
MATH 4360	Combinatorics	
MATH 4800	Selected Topics in Mathematics	
Subtotal		11
Total Credit Hours		96

- ¹ MATH 1112 Trigonometry & Analytic Geom or MATH 1113 Pre-Calculus must be taken in Area A.
A science sequence must be completed in Area D.
- ² Biomedical Engineering (BME) and Chemical and Biomolecular Engineering (ChE) take at least one science.
- ³ The additional science requirements should be carefully chosen in consultation with your advisor to satisfy the requirements of the particular engineering discipline at Georgia Tech.
- ⁴ Chemical Engineering recommends BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to the required Physics and Chemistry sequences; Environmental Engineering requires BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to CHEM 1211 Principles of Chemistry I/CHEM 1211L Principles of Chemistry Lab I. Aerospace, and Materials Science and Polymer, Textile, and Fiber engineering programs require Physics and Chemistry sequences.

Mathematics + Engineering

For Students Using MATH 1501 Calculus I in Area A

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		
All other Core Curriculum requirements for the Dual-Degree Program are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog. ¹		42
Subtotal		42
Lower Division Major Requirements (Area F)		
MATH 1501	Calculus I (excess hour from Area A)	1
MATH 2502	Calculus II (excess hour from Area D)	1
MATH 2503	Calculus III	4
MATH 2140	Introductory Linear Algebra	3
Choose two from the following: ²		6
BIOL 1107	Principles of Biology I	
CHEM 1211	Principles of Chemistry I	
CHEM 1212	Principles of Chemistry II	
MATH 1401	Elementary Statistics	
PHYS 2211	Principles of Physics I	

PHYS 2212	Principles of Physics II	
MATH 2020	Introductory Discrete Math	
Choose one from the following, depending on intended major:		3
CSCI 1301	Computer Science I (Electrical, Computer, and Industrial Engineering)	
CSCI 1371	Computing for Engineers (All Other Engineering Majors)	
Subtotal		18
Required Upper-Division Mathematics Courses		
MATH 3005	A Transition to Higher Math	3
MATH 3006	Communication in Mathematics	1
MATH 3110	Survey of Algebra	3
MATH 3520	Introduction to Analysis	3
MATH 3303	Differential Equations	3
Subtotal		13

Upper-Division Mathematics Elective

Choose three from the following:		9
MATH 3220	Applied Statistics	
MATH 4303	Partial Differential Equations	
MATH 4130	Applied Algebra	
MATH 4250	Elementary Number Theory	
MATH 4320	Numerical Methods	
MATH 4231	Modern Geometry	
MATH 4350	Graph Theory	
MATH 4360	Combinatorics	
Choose one from the following:		3
MATH 4800	Selected Topics in Mathematics	
One additional course from the Upper-Division Mathematics Electives above		
Subtotal		12

Additional Requirements

Choose one from the following if not taken in Area E:		0-3
ECON 1101	Survey of Economics	
ECON 2105	Principles of Macroeconomics	
ECON 2106	Principles of Microeconomics	

The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech: ^{3,4}

PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II	
Select from CHEM, BIOL, or PHYS		

Remaining Guided Electives

Choose one from the following:		3-4
MATH 1401	Elementary Statistics	
MATH 2020	Introductory Discrete Math	
MATH 3220	Applied Statistics	
MATH 4231	Modern Geometry	
MATH 4250	Elementary Number Theory	

MATH 4350	Graph Theory	
MATH 4360	Combinatorics	
MATH 4800	Selected Topics in Mathematics	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	
Subtotal		8
Total Credit Hours		93

¹ MATH 1501 Calculus I must be taken in Area A. All other Core Curriculum requirements for the Dual-Degree Program are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog. A science sequence must be completed in Area D.

² Biomedical Engineering (BME) and Chemical and Biomolecular Engineering (ChE) take at least one science course.

³ The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen in consultation with your advisor to satisfy the requirements of the particular engineering discipline at Georgia Tech.

⁴ Chemical Engineering recommends BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to the required Physics and Chemistry sequences; Environmental Engineering requires BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to CHEM 1211 Principles of Chemistry I/CHEM 1211L Principles of Chemistry Lab I. Aerospace, and Materials Science and Polymer, Textile, and Fiber engineering programs require Physics and Chemistry sequences.

Integrative Studies+Engineering

For Students Using MATH 1112 Trigonometry & Analytic Geom or MATH 1113 Pre-Calculus in Area A

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		
All other Core Curriculum requirements for the Dual-Degree Program are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog. ¹		42
Subtotal		42
Lower Division Major Requirements (Area F)		
MATH 1501	Calculus I (excess hour from area D))	1
MATH 2502	Calculus II	4
MATH 2503	Calculus III	4
MATH 2140	Introductory Linear Algebra	3
Choose one from the following:		3
CHEM 1211	Principles of Chemistry I	
CHEM 1212	Principles of Chemistry II	
PHYS 2211	Principles of Physics I	
PHYS 2212	Principles of Physics II	
BIOL 1107	Principles of Biology I	
Choose one from the following, depending on intended major:		
CSCI 1301	Computer Science I (Electrical, Computer, and Industrial Engineering)	
CSCI 1371	Computing for Engineers (All Other Engineering Majors)	
Subtotal		15

Additional Lower Division Requirements

Choose one from the following, if not satisfied in Area E: 3

ECON 1101 Survey of Economics

ECON 2105 Principles of Macroeconomics

ECON 2106 Principles of Microeconomics

Science Requirements

Choose from the following: ^{2,3} 5-8

PHYS 2211 & 2211L Principles of Physics I and Principles of Physics Lab I

PHYS 2212 & 2212L Principles of Physics II and Principles of Physics Lab II

CHEM 1211 & 1211L Principles of Chemistry I and Principles of Chemistry Lab I

CHEM 1212 & 1212L Principles of Chemistry II and Principles of Chemistry Lab II

BIOL 1107 & 1107L Principles of Biology I and Principles of Biology Lab I

Science Electives: CHEM, BIOL, or PHYS

Subtotal 8-11

Upper Division Mathematics Requirement

MATH 3303 Differential Equations 3

Subtotal 3

Lower and Upper Division Electives

Choose at least 24 hours, with a maximum of 16 lower division hours. 24

Subtotal

Total Credit Hours 92-95

¹ Must take either MATH 1112 Trigonometry & Analytic Geom or MATH 1113 Pre-Calculus in Area A.

A science sequence must be completed in Area D.

² The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen in consultation with your advisor to satisfy the requirements of the particular engineering discipline at Georgia Tech.

³ Chemical Engineering recommends BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to the required Physics and Chemistry sequences; Environmental Engineering requires BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I in addition to CHEM 1211 Principles of Chemistry I/CHEM 1211L Principles of Chemistry Lab I. Aerospace, and Materials Science and Polymer, Textile, and Fiber engineering programs require Physics and Chemistry sequences.

Integrative Studies + Engineering

For Students Using MATH 1501 Calculus I in Area A

Code	Title	Credit Hours
Core Curriculum (Areas A-E) (p.)		
All other Core Curriculum requirements for the Dual-Degree Program are shown under Core Curriculum in the Graduation Requirements section of the Undergraduate Catalog. ¹		42
Subtotal		42
Lower Division Major Requirements (Area F)		
MATH 1501	Calculus I	1
MATH 2502	Calculus II	1

MATH 2503	Calculus III	4
MATH 2140	Introductory Linear Algebra	3
Choose two from the following:		6
CHEM 1211	Principles of Chemistry I	
CHEM 1212	Principles of Chemistry II	
PHYS 2211	Principles of Physics I	
PHYS 2212	Principles of Physics II	
BIOL 1107	Principles of Biology I	
Choose one from the following, depending on intended major:		3
CSCI 1301	Computer Science I (Electrical, Computer, and Industrial Engineering)	
CSCI 1371	Computing for Engineers (All Other Engineering Majors)	
Subtotal		18
Additional Lower Division Requirements		
Choose one from the following, if not satisfied in Area E:		3
ECON 1101	Survey of Economics	
ECON 2105	Principles of Macroeconomics	
ECON 2106	Principles of Microeconomics	
Science Requirements		
Choose from the following: ²		2-5
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	
Science Electives: CHEM, BIOL, or PHYS		
Subtotal		5-8
Upper Division Mathematics Requirement		
MATH 3303	Differential Equations	3
Subtotal		3
Lower and Upper Division Electives		
Choose at least 24 hours, with a maximum of 16 lower division hours.		24
Subtotal		24
Total Credit Hours		92-95

¹ Must take MATH 1501 Calculus I in Area A.

A science sequence must be completed in Area D.

² The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech.

REPP - Regents' Engineering Pathways Program

The REPP program is a formal transfer program, in which a student, after successfully completing a two-year program of study at CSU, transfers

to Georgia Tech, Georgia Southern, Kennesaw, University of Georgia or Mercer to complete an engineering degree.

Requirements for Admission to the REPP

- A combined SAT of 1090 (with a minimum of 560 SAT-M and 440 SAT-V) AND
- A high school GPA of at least 3.0 OR
- Have been admitted to an engineering program at Georgia Tech

Students who do not meet initial admission criteria may qualify for the REPP after the end of their freshman year by

- Completing CHEM 1211 Principles of Chemistry I, PHYS 2211 Principles of Physics I, MATH 1501 Calculus I and MATH 2502 Calculus II with grades of B or higher and
- Attaining a cumulative GPA of 3.0 or higher.

To transfer to an engineering school under the REPP, students must:

- Complete the REPP requirements
- Meet the specified minimum cumulative GPA. GPA requirements vary by school. For Georgia Tech, a 3.3 cumulative GPA is required.
- Meet the specified minimum Math/Science GPA. GPA requirements vary by school. For Georgia Tech, a 3.3 cumulative GPA is required.
- Obtain the recommendation of the REPP Coordinator
- Be enrolled at CSU for at least two semesters immediately preceding matriculation to the engineering school (e.g., either Fall/Spring or Spring/Summer to start in the Fall).

Program Requirements

Code	Title	Credit Hours
English Composition Requirements		
ENGL 1101	English Composition I	3
ENGL 1102	English Composition II	3
Subtotal		6
Mathematics Requirements		
MATH 1501	Calculus I	3
MATH 2140	Introductory Linear Algebra	3
MATH 2502	Calculus II	3
MATH 2503	Calculus III	4
MATH 3303	Differential Equations	3
Subtotal		16
Science Requirements		
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I	4
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II	4
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I	4
Choose one from the following: ¹		4
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II	
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I	
Subtotal		16
Computer Science Requirement		

Choose one from the following, depending on intended engineering major: 3

CSCI 1301	Computer Science I (Electrical, Computer, and Industrial Engineering)	
CSCI 1371	Computing for Engineers (All Other Engineering Majors)	

Subtotal 3

Additional Requirements

CRIT 1101	Critical Thinking	3
COMM 1001	Presentation Speaking	1
PHYS 3454	Statics	3
Subtotal		7

Total Credit Hours 48

¹ Your science choice will depend upon the area of engineering you wish to pursue. Check with your advisor for the appropriate course.

School of Graduate Studies

Administrative Officers

J. Celeste Walley-Jean, *Dean*
JeanetteWalley-Jean@clayton.edu

Aise Cannon, *Graduate Admissions*
AiseCannon@clayton.edu

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.

Programs

- Archival Studies, MAS (p. 119)
- Business Administration, MBA (p. 120)
- Clinical/Counseling Psychology, MS (p. 124)
- Family Nurse Practitioner, Post-Master's Certificate (p. 126)
- Health Administration, MHA (p. 127)
- Human Resource Leadership, Post-Master's Certificate (p. 128)
- International Business, Post-Master's Certificate (p. 128)
- Liberal Studies, MA (p. 129)
- Master of Arts in Teaching, MAT (p. 132)
- Master of Strategic Leadership Development, MSLD (<https://catalog.clayton.edu/academic-catalog/graduate-studies/master-strategic-leadership>)
- Nursing, MSN (p. 131)
- Public Administration, MPA (p. 125)
- Supply Chain Analytics, MS (<https://catalog.clayton.edu/academic-catalog/graduate-studies/supply-chain-analytics-ms>)
- Supply Chain Management, Post-Master's Certificate (p. 132)

Archival Studies, MAS

Mr. Joshua Kitchens, *Director*
JoshuaKitchens@clayton.edu

Mission and Goals

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

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

especially digital formats, in accordance with best practices, law, and professional ethics.

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

- Understand the principles of archival science and how archives are distinguished from libraries, museums, and other information professions;
- Understand records and recordkeeping systems and how they are changing in a digital environment;
- Acquire the knowledge and skills basic to all archival functions, including appraisal and selection, arrangement and description, reference and access, preservation and protection, outreach, and management of archival programs;
- Understand the archival profession's legal and ethical obligations; and
- Master the technical skills necessary to work with digital materials.

Application Information

Students may begin the program only in the fall semester. Information about the application and admission process is available in the School of Graduate Studies section of this catalog and on the web at <http://www.clayton.edu/graduate>.

Advising

In order to keep students on track for completing the degree, the MAS faculty will serve as advisors to all students. The student will be required to meet with his or her advisor before registering for courses each semester.

Academic Policies

Information regarding academic progress, residency requirements, transfer credit, application deferral, acceptance deferral, withdrawal from a course(s), and hardship withdrawal policies is in the School of Graduate Studies section of this catalog and on the web at <http://www.clayton.edu/graduate>.

Requirements

Archival Studies, MAS

Students must complete thirty-six (36) semester hours of course work with a minimum grade point average of 3.0. During the course of the graduate program, twenty-one (21) 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. Nine hours (9) will be in Archival elective courses. Students are to choose between a Thesis or Capstone option. Students will take six hours (6) in this area. Students taking the research option will complete a thesis, and students taking the capstone option will take a comprehensive exam.

Program Requirements

Code	Title	Credit Hours
Core Archival Knowledge Required Courses		21
ARST 5000	Princ. & Practices in Archives	3

ARST 5100	Archives & Technology	3
ARST 5150	Preservation, Archival Records	3
ARST 5170	Reference, Access and Outreach	3
ARST 5200	Arrang & Desc of Archival Mat	3
ARST 5300	Digital Preservation	3
ARST 5500	Archiv Appraisal/Select/Eval	3
Archival Electives		9
Choose three from the following:		
ARST 5110	Archives and the Web	
ARST 5250	Digital Curation, Preservation	
ARST 5400	Records Management	
ARST 6610	Law, Ethics and Archives	
ARST 6620	Managing Archives	
ARST 6800	Research Methods	
ARST 6890	Special Topics in Archives	
Research and Capstone Tracks		6
Choose one track from the following:		
Research Track (p. 120)		
Capstone Track (p. 120)		
Total Credit Hours		36

TRACK Requirements

Research Track

Code	Title	Credit Hours
ARST 6900	Directed Research	3
ARST 6999	Thesis	3

Capstone Track

Code	Title	Credit Hours
Choose one from the following:		3
ARST 6900	Directed Research	
ARST 6901	Archives Internship	
ARST 6902	Applied Archives Experience	
ARST 6950	Archives Capstone (required)	3

Faculty

Aisha Johnson-Jones
Joshua Kitchens
Christine Wiseman
Claire Seeto

Business Administration, MBA

Ms. Tameka Womack, Director

TamekaWomack@clayton.edu

Mission and 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. The MBA program is offered in an environment conducive to building stronger relationships among students so as to increase communication and sharing of experiences. Students will develop a better understanding of the importance of ethical

business behavior and corporate social responsibility as well as a broader appreciation of diverse cultures. The goal of the program is to produce graduates who can operate successfully and lead organizations in a rapidly changing, global business environment.

Program Format

This fast-track program will take 12 to 24 months to complete and is designed for busy students whose time is already at a premium. All MBA courses are offered in 8-week terms either online or on-campus. This format allows students the flexibility to arrange a plan of study to fit their individual schedules. Seated courses meet once per week during weekday evenings. Students are encouraged to have a minimum of three (3) credit hours per session. However, students who wish to complete their General MBA in twelve months may take a maximum of six credit hours in each of the 8-week sessions. Fall and Spring Semesters have two 8-week terms; the Summer Semester consists of one 8-week session.

The curriculum is structured to challenge students and open minds to new ways of thinking about business. Courses include lectures, case discussions, current business issues, and team projects. All students enrolled in the program will complete a minimum of 33 credit hours. Nine core courses are required, and three courses will be selected from concentration areas.

The concentrations include Accounting, Digital Marketing, Human Resource Leadership, International Business, and Supply Chain Management. For the General Business MBA, students may select 9 credit hours from any of the concentration elective courses.

Outcomes

The Master of Business Administration *Program Outcomes (PO)* and *Program Learning Outcomes (PLO)* are as follows:

Program Outcome 1 (PO1): Our MBA Graduates will be ready for Career Advancement.

PLO #1a. Critical Thinking: Our MBA Graduates will demonstrate situational awareness and the ability to collect and analyze information to make effective, evidence-based decisions.

PLO #1b. Oral Communication: Our MBA Graduates will speak persuasively in business settings.

PLO #1c. Written Communication: Our MBA Graduates will write persuasively in a variety of business settings.

PLO #1d. Teamwork: Our MBA Graduates will create team structures and strategies which build collaborative relationships and accomplish goals.

PLO #1e. Technological Agility: Our MBA Graduates will apply data analytics techniques to make evidence-based decisions, integrating current and emerging technologies.

PLO #1f. Leadership: Our MBA Graduates will demonstrate the ability to initiate, organize, and motivate.

PLO #1g. Ethics: Our MBA Graduates will make ethical decisions.

PLO #1h. Career Management: Our MBA Graduates will recognize the impact of culture on business practices.

Program Outcome 2 (PO2): Our MBA Graduates will be able to integrate core business concepts in these areas to create solutions for complex problems in a business environment.

PLO #2a. Accounting

PLO #2b. Finance

PLO #2c. Marketing

PLO #2d. Management

PLO #2e. Quantitative Analysis

Admission Requirements

College of Business candidates must follow School of Graduate Studies and University Graduate admission policies and procedures. Admission into the Master of Business Administration degree program is based on several factors as outlined below to ensure a talented and diverse student body.

- Completed online application to the School of Graduate Studies
- Bachelor's degree with a minimum graduating institutional 3.0 GPA from an accredited College or University (as verified by official transcript)
- Essay of purpose and graduate school interest
- Names and contact information for three professional references

OR

- Completed online application to the School of Graduate Studies
- Bachelor's degree with a minimum graduating institutional 2.75 GPA from an accredited College or University (as verified by official transcript)
- An interview conducted by Clayton State MBA (interview may be on campus or remote via tele-conference)
- Essay of purpose and graduate school interest
- Names and contact information for three professional references

OR

- Completed online application to the School of Graduate Studies
- Bachelor's degree with a minimum graduating institutional 2.75 GPA from an accredited College or University (as verified by official transcript)
- Professional resume demonstrating three years of professional/managerial work experience
- Essay of purpose and graduate school interest
- Names and contact information for three professional references

OR

- Completed online application to the School of Graduate Studies
- Bachelor's degree with graduating institutional 2.00 – 2.74 GPA from an accredited College or University (as verified by official transcript)
- A minimum of 1000 total score based on GPA X 200 plus GMAT (GRE) score
- Essay of purpose and graduate school interest
- Names and contact information for three professional references

Above age 62 Acceptance requirement:

- Completed online application to the School of Graduate Studies
- Bachelor's degree from an accredited College or University (as verified by official transcript)
- A minimum of ten years of business ownership or ten years of executive level management experience
- Essay of purpose and graduate school interest
- Names and contact information for three professional references

International Students:

- Applicants whose native language is not English or whose language of college instruction was not English are required to submit English Language proficiency scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum score for the Internet Based TOEFL is 79-80. The minimum IELTS total for the 6.
- Academic credentials must be original documents with authorized signatures, seals, and stamps. An official course must be evaluated by a credentialing evaluating organization. The School of Graduate Studies accepts an official course-by-course evaluation with a GPA that is prepared by either Josef Silney and Associates (www.jsilny.com) (<https://catalog.clayton.edu/academic-catalog/graduate-studies/business-administration-mba/www.jsilny.com>) or World Education Services (www.wes.org) (<https://catalog.clayton.edu/academic-catalog/graduate-studies/business-administration-mba/www.wes.org>)).

Admission to the Accounting Concentration

The Concentration in Accounting requires students to have completed pre-requisite courses equivalent to the following with a grade of "C" or better PRIOR to admission into the MBA program:

- ACCT2101 – Principles of Financial Accounting
- ACCT2102 – Principles of Managerial Accounting
- ACCT3110 – Managerial Cost Accounting
- ACCT3250 – Taxation of the Individual
- ACCT3351 – Intermediate Financial Accounting I
- ACCT3352 – Intermediate Financial Accounting II

Academic Policies

MBA students are expected to observe School of Graduate Studies and University Graduate Rules and Regulations.

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 a maximum of six transfer credit from an AACSB accredited institution may be considered on an individual basis.

A Study Abroad course and trip is required for students with an International Business Concentration. Any student who is unable to go on the trip due to an emergency will instead be required to write a thesis consistent with the School of Graduate Studies' requirements in place of the trip. Examples of emergencies include a serious illness or hospitalization, or the inability to obtain a VISA through no fault of

the student. Otherwise, it is within the discretion of the MBA Director to determine if an emergency exists.

Program Withdrawal

Any student who desires to withdraw from the university should contact the MBA 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.

Course Load

Six semester hours will be required of all MBA students who use financial aid in the Spring, Summer, and Fall Semesters. Students can register for up to four courses in Spring and Fall (two courses in each 8-week session) and three courses in Summer.

Requirements

Program Requirements

Code	Title	Credit Hours
MBA Core Requirements		24
ACCT 5000	Foundations of Accounting	
ACCT 5200	Accounting for Managerial Deci	
BUSA 5000	Fnds. of Quantitative Methods	
BUSA 5200	Decision Making-Uncertainty	
FINA 5100	Finance	
MGMT 5101	Management-Change & Innovation	
MGMT 5111	Leadership and Organizational	
Capstone		
MGMT 5750	Global Strategic Management	
Concentration		9
Choose one concentration from the following:		
	Accounting (p. 122)	
	Digital Marketing (p. 123)	
	General Business (p. 123)	
	Human Resource (p. 123)	
	International Business (p. 123)	
	Supply Chain Management (p. 124)	
Total Credit Hours		33

Concentration Requirements

Accounting Concentration¹

Students with substantial coursework in accounting can earn an MBA and will find that they are more marketable than entry-level students with a bachelor's degree, whether they choose public, private, or governmental work. They may also take additional upper level accounting courses which can qualify them to sit for the CPA exam (Certification in Public Accountant), CMA exam (Certified Management Accountant), or CIA exam (Certified Internal Auditor).

Graduate Accounting courses, with the exception of ACCT 5200 Accounting for Managerial Deci, will be cross-listed with undergraduate courses.

Code	Title	Credit Hours
Select three courses from the following:		9
ACCT 5110	Adv Manage Cost Acct for Exec	
ACCT 5120	Special Topics in Accounting	
ACCT 5210	VITA Preparation and Coordinat	
ACCT 5250	Advanced Topics in Taxation	
ACCT 5352	Adv Fin Acct & Inter. Issues	
ACCT 5370	Commercial law for Accountants	
ACCT 5440	Govt & Non-Profit for Execs	
ACCT 5470	Forensic & Investigative Acct	
ACCT 5900	Accounting Research/Internship	
ACCT 5200	Accounting for Managerial Deci	

¹ Please note that the MBA with an Accounting Concentration is open only to students that had an Accounting undergraduate degree or have taken the following Accounting courses at the undergraduate level with a grade of "C" or better:

- ACCT 2101 Principles of Financial Accounting
- ACCT 2102 Principles of Managerial Accounting
- ACCT 3110 Managerial Cost Accounting
- ACCT 3250 Taxation of the Individual
- ACCT 3351 Intermediate Financial Accounting I
- ACCT 3352 Intermediate Financial Accounting II

Digital Marketing Concentration

Today, marketers must go beyond the traditional tools of branding, advertising, and promotions to engage consumers and capture market share. The environment on how consumer receive information and make decisions has radically changed. To be successful today, marketers must understand digital marketing for insights into consumer behavior. While the internet is most closely associated with digital marketing; tools include wireless text messaging, mobile instant messaging, mobile apps, podcast, electronic billboards, and many other tools. Marketers must be familiar with website optimization, searching engines, gamification, and data analytics. The MBA Digital Marketing concentration prepares students to not only apply digital marketing, but to also become leaders in developing creative solutions for engaging consumers.

Code	Title	Credit Hours
Select three courses from the following:		9
MKTG 5110	Integrated Marketing Comm.	
MKTG 5111	Digital Marketing and Strategy	
MKTG 5112	Social Media Marketing	
MKTG 5120	Special Topics in Marketing	

General Business (No Concentration)

The General Business curriculum is not specialized in one particular area. The program is designed to provide students with a thorough exposure to the basic areas of business administration while permitting wide latitude in the selection of additional courses according to individual interests. Students complete the General MBA by taking 24 credit hours of core courses and selecting any three electives from the concentration courses for a total of 9 credit hours of electives.

Code	Title	Credit Hours
Select three courses from the following list:		9
ACCT 5110	Adv Manage Cost Acct for Exec	
ACCT 5120	Special Topics in Accounting	
ACCT 5210	VITA Preparation and Coordinat	
ACCT 5250	Advanced Topics in Taxation	
ACCT 5352	Adv Fin Acct & Inter. Issues	
ACCT 5370	Commercial law for Accountants	
ACCT 5440	Govt & Non-Profit for Execs	
ACCT 5470	Forensic & Investigative Acct	
ACCT 5900	Accounting Research/Internship	
SCML 5101	Global Logistics and SCM	
MGMT 5112	Global Management	
MGMT 5120	Special Topics in Managment	
SCML 5102	Operations & Supply Chain Mgmt	
SCML 5750	Logistics and SC Strategy	
MGMT 5105	Global Experience	
MGMT 5108	Talent Development in Orgn	
MGMT 5109	Human Resource Consulting	
MGMT 5115	Global Human Resources	
MKTG 5103	Global Marketing	
MGMT 5106	Cross-Culture Negotiating	
MKTG 5110	Integrated Marketing Comm.	
MKTG 5111	Digital Marketing and Strategy	
MKTG 5112	Social Media Marketing	
MKTG 5120	Special Topics in Marketing	

Human Resource Leadership Concentration

In recent years, the focus of Human Resource professionals has shifted from the day-to-day operations (management) side of business to strategic leadership. As a result, more Human Resource leaders sit on boards today and engage in long-term strategic planning. Our program responds to that trend by offering courses that develop strategic, innovative HR leaders. This program's curriculum is Approved by the Society for Human Resource Management (SHRM).

Code	Title	Credit Hours
Select three courses from the following:		9
MGMT 5108	Talent Development in Orgn	
MGMT 5109	Human Resource Consulting	
MGMT 5115	Global Human Resources (or study abroad trip)	
MGMT 5120	Special Topics in Managment	

International Business Concentration

Businesses operate on a global scale and need graduates who can evaluate international operational challenges, assess sociocultural issues, and understand the worldwide economy. A business-themed study abroad trip is required for this concentration. Students can also take courses in Logistics, Global Marketing, Cross-Cultural Negotiating, Global Human Resources, and Global Management.

Code	Title	Credit Hours
Required International Business Courses		
Electives		
MGMT 5105	Global Experience	3
Select two courses from the following:		6
MGMT 5112	Global Management	
SCML 5101	Global Logistics and SCM	
MKTG 5103	Global Marketing	
MGMT 5106	Cross-Culture Negotiating	
MGMT 5115	Global Human Resources	

Supply Chain Management Concentration

Clayton State University MBA program is unique by offering a concentration in Supply Chain Management, which is in high demand in today's contemporary world. Clayton State's location is a primary advantage: uniquely situated ten minutes from Atlanta's Hartsfield-Jackson International Airport (the world's busiest airport) and less than four hours by interstate to the Port of Savannah (the largest single container terminal in North America). CSX and Norfolk Southern operate a strong rail transportation infrastructure (4,500 miles of track) and intermodal terminals that boost the state's economy.

Code	Title	Credit Hours
Select three courses from the following:		9
SCML 5101	Global Logistics and SCM	
SCML 5102	Operations & Supply Chain Mgmt	
SCML 5750	Logistics and SC Strategy	
SCML 5120	Special Topics in Supply Chain	

Faculty

Khamis Bilbeisi
 Jacob Chacko
 Linda Hain
 Iryna Hayduk
 Craig Hill
 Louis F. Jourdan
 Reza Kheirandish
 Carin A. Lightner-Laws
 Chen-Miao Lin
 Lawrence K. Menter
 George E. Nakos
 Kenneth Kungu
 C.R. Narayanaswamy
 Keith Miller
 Kamran Moghaddam
 Mario Norman
 Adel Novin
 Louis Xavier Orchard
 Leon C. Prieto
 Andrew Sbaraglia
 Margaret Thompson
 Vinod Vincent

Clinical/Counseling Psychology, MS

Dr. Samuel Maddox, Director

SamuelMaddox@clayton.edu

Mission and Outcomes

The mission of the Master's program in Clinical/Counseling 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 adult and child 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 the 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 Clinical/Counseling Psychology program will be based upon the following:

- A completed undergraduate degree from an accredited institution
- A minimum of 2.5 (on 4.0 scale)
- Graduate Record Examination (GRE): Average GRE scores (combined Verbal & Quantitative)
 - For applicants with a cumulative 3.0 or higher GPA from the applicant's degree-granting institution, submission of GRE scores is optional.
 - For applicants whose cumulative GPA is 2.5-2.99 from the applicant's degree-granting institution, submission of GRE scores is required.
- Foundational Coursework: Introduction to Psychology, Human Development, Psychological Statistics, Research Methods, & Abnormal Psychology
- A required interview with the departmental admissions committee
- Test of English as a Foreign Language (TOEFL) scores: Required for applicants 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 is 550, 78 on the internet-based test, and 213 on the computer-based test.

Requirements

Clinical/Counseling Psychology, MS

In order to be awarded the Master of Science (MS) in Clinical/Counseling Psychology, a student will complete a *minimum of 60 hours* of coursework, including completion of a professional paper or thesis capstone experience. Additionally, all students awarded the MS in Clinical/Counseling degree must successfully pass the comprehensive exam and complete 600 supervised clinical hours. *Please note that all students must complete and submit an electronic copy of a Master's Degree Plan of Study during the first semester of the program.* Please note that modifications to the suggested plan of study may result in an increase in the length of time to graduation.

Program Requirements

Code	Title	Credit Hours
Clinical/Counseling Psychology Core Requirements		9
PSYC 5000	Advanced Development	3
PSYC 5020	Cultural Issues in Applied	3
PSYC 5040	Advanced Research Methods and	3
Clinical/Counseling Required Courses		52-63
PSYC 5160	The Helping Relationship	3
PSYC 5350	Adv Psychopathology & Diag	3
PSYC 5170	Theories and Practice	3
PSYC 5190	Theories & Practice w/ Youth	3
PSYC 5110	Ethics in Clinical Settings	3
PSYC 5280	Dev. Disorders & Psychopath	3
PSYC 6120	Intro to Psychological Assess	3
PSYC 6520	Career Development Theory & Pr	3
PSYC 6885	Prof Identity & Practice	2
PSYC 5150	Group Therapy	3
PSYC 6590	Clinical Practicum (variable credit- repeated for total of six hours)	6
PSYC 6500	Psychopharmac & Drugs of Abuse	3
PSYC 6510	Grief & Crisis Intervention	3
PSYC 5180	Advanced Theories & Practice	3
PSYC 5200	Family and Couples Therapy	3
PSYC 6890	Professional Paper and Compreh (variable credit for up to six hours)	4-6
PSYC 6899	Professional Paper and Compreh (variable credit for up to six hours)	1-6
Capstone Project		4-6
<i>Professional Paper</i>		
Choose a minimum of four hours: ¹		
PSYC 6890	Professional Paper and Compreh (variable credit for up to six hours)	
PSYC 6899	Professional Paper and Compreh (variable credit for up to six hours)	
Comprehensive Exam (Required)		0
PSYC 6900	Clinical Comprehensive Exam ²	0

- ¹ The professional paper in Clinical/Counseling psychology involves a theoretically-driven conceptualization and critical investigation of a clinical case study. The written product resulting from this effort is a professionally written manuscript providing a literature review and a comprehensive discussion of a selected case study. Following successful production of the written manuscript, students are required to successfully present their product to their Professional Paper team.
- ² The Clinical/Counseling program administers the Counselor Preparation Comprehensive Exam (CPCE) to assess students' knowledge gained from matriculation in the program. The exam will be administered twice annually, spring and summer semesters. Eligible students take the exam at the first available testing date after becoming eligible. The exam covers the following areas: Human Growth and Development, Social and Cultural Diversity, Helping Relationship, Group Work, Career Development, Assessment, Research and Program Evaluation, Professional Orientation and Ethical Practice, and Psychopathology. All Clinical/Counseling students are required to successfully pass the comprehensive exam.

Elective Courses

Code	Title	Credit Hours
PSYC 5050	Advanced Research Methods and	3
PSYC 5210	Cognitive Development	3
PSYC 5220	Social & Emotional Development	3
PSYC 5230	Biological Found of Behavior	3
PSYC 5270	The Ed System & the Child	3
PSYC 5800	Special Topics in Psychology	3
PSYC 6700	Graduate Directed Readings	3
PSYC 6800	Special Topics in Clinical Psy	3

Faculty

Eric Bridges
 Pearl S. Chang
 Mark Daddona
 Deborah Deckner-Davis
 Catherine G. Deering
 Nichelle Gause
 Brian M. Goldman
 Christina Grange
 Pinar Gurkas
 Charlie Harris
 Chizara A. Jones
 Samuel Maddox
 Antoinette Miller
 J. Celeste Walley-Jean
 Eckart Werther

Public Administration, MPA

Dr. Dominic Wells, Director
 DominicWells@clayton.edu

Mission and Goals

The mission of the MPA program is to prepare students to be ethical and effective leaders in public, governmental, and non-profit agencies. Students will develop skills in human resource management, ethical

decision making, local government administration and finance, and organizational management. In addition to core course work in public administration, students will have the opportunity to choose between two concentration areas depending upon their career aspirations. Students can choose to focus on general administration and policy to develop additional skills like policy analysis, program evaluation, and leadership. Alternatively, students can choose the criminal justice concentration to develop skills applicable to the administration of justice in law enforcement, correctional, or judicial agencies.

Learning Outcomes

All graduates of the program will be able to:

- Explain the issues that face public administrators using knowledge of the practice of public administration
- Evaluate the ethical implications of decisions made by public administrators in the public interest
- Analyze public policy, public programs, and/or public services using critical thinking skills
- Apply financial knowledge to make economically sound and ethical decisions in the public interest
- Demonstrate the decision-making skills necessary for leadership in the public sector

Additional Admission Requirements:

- A minimum GPA from a regionally accredited post-secondary institution verified by official transcripts
- A statement of purpose
- Two letters of reference
- Curriculum Vita/Resume
- For applicants with an undergraduate GPA between 2.5 and 2.99, a GRE score of 300 or higher may be required

Requirements

Public Administration, MPA

In order to earn a MPA degree, students must complete a minimum of 36 semester hours of coursework with a minimum grade point average of 3.0. At least 26 of these credits must be taken at Clayton State University.

Program Requirements

Code	Title	Credit Hours
Master of Public Administration Required Courses		18
POLS 5010	Public Administration	
POLS 5050	Research Methods & App Stats	
POLS 5210	Ethics in Public Admin.	
POLS 6060	Public Admin HR Management	
POLS 6230	Local Govt Admin & Finance	
POLS 6250	Org. Theory and Management	
Capstone Experience		3
Choose one from the following. (Students should complete an internship unless they currently have full-time employment in the field.) ¹		
POLS 6940	Internship in Public Admin	
POLS 6980	Project in Public Admin	

Concentration	
Choose one concentration from the following:	15
General Administration & Policy Concentration (p. 126)	
Criminal Justice Concentration (p. 126)	
Total Credit Hours	36

- ¹ Students working full-time in the public or non-profit sector may choose to complete POLS 6940 Capstone in place of the internship. Students should consult with the MPA program director to obtain approval prior to the semester the course is taken.

General Administration & Policy Concentration

Code	Title	Credit Hours
Choose 5 POLS graduate level (5000 or 6000) level courses not to include those taken as part of the core.		15

Criminal Justice Concentration

Code	Title	Credit Hours
Any 5 CRJU courses at the 5000 or 6000 level not to include those taken at the core.		15

Faculty

Christie Burton
Jason Davis
Lisa Holland-Davis
Andrea Allen-Jacques
Bryan LaBrecque
Joshua Meddaugh
Bryan Robinson
Dominic Wells

Family Nurse Practitioner, Post-Master's Certificate

The Post-Masters Certificate in Family Nurse Practitioner is a program designed for Registered Nurses holding a Master of Science in Nursing or higher.

Program Requirements

Code	Title	Credit Hours
Nurse Practitioner Courses		17
NURS 5410	Adv Patho Across the Lifespan	3
NURS 6640	Adv Pharmacology for FNP's	3
NURS 6611	Diagnostic & Clinical Reasonin	2
NURS 6620	Adv Health Assessment for FNP's	3
NURS 6670	Adv Practice Nurs Roles in Soc	3
NURS 5600	Health Care Policy	3
Nurse Practitioner Clinical Courses		23
NURS 6630	HLth Prom of Adults and Fami	6
NURS 6650	HLth Prom of Children and Fami	6
NURS 6680	HLth Prom of Elderly and Famil	5
NURS 6690	Nurse Practitioner Practicum	6
Electives		1-6

NURS 5999	Studies in Nursing-Directed	1-6
Total Credit Hours		41-46

Total Clinical/Lab Hours: 585

MSN Academic Standards

Nursing students must maintain a semester grade point average (GPA) of 3.00 ("B") to maintain good standing in the program. Students who receive a "C", "D", "F", "WF", or "U" in any MSN courses may repeat this course one time only on a space available basis. Two grades of "C", "D", "F", "WF", or "U" in any MSN courses will result in program dismissal. Reference MSN Student Handbook for details.

Health Administration, MHA

Dr. Thomas McIlwain, Director
ThomasMcIlwain@clayton.edu

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 effective 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);
- A unique professional based project focused on improving care or resource use in healthcare; and,
- The use of both on-campus and off-campus media to enhance their skills, knowledge and abilities in health administration at a reasonable expense;

Objectives

The MHA has four primary objectives. They are to prepare students:

1. For positions of increased responsibility within healthcare,
2. For further career choices beyond the entry level,
3. With clinical, business or other backgrounds, who want to expand their careers into health administration, and
4. To improve the quality of care and resource use in health organizations

Additional MHA educational objectives include, but are not limited to:

1. Development of independent thinking in a complex world,
2. Benchmark skills in health ethics for a global environment,
3. Development of superior health administration skills,
4. Development of health economics/financial skills,
5. Promotion of pragmatic application from internship (or project) experiences,
6. Exposure to current health care systems analysis and forecasting

Academic Policies

Students admitted to the MHA program will follow the academic policies contained in this catalog.

Advising

In order to keep students on track for completing the degree, the Graduate Program Director will be the initial student advisor. The student will be required to communicate with his or her advisor before registering for courses each semester.

Requirements

Health Administration, MHA

Prerequisite Courses and Degree Progression

The MHA program accepts students from a variety of backgrounds, but not all are ready to enter several advanced health care management courses without prerequisite coursework. Students with business and health care management backgrounds are usually prepared for advanced work; however, individuals with clinical and science backgrounds may not be. In order for applicants to be successful, they should have a previous course in basic accounting, economics and statistics (MATH 1401-Elementary Statistics or equivalent, HCMG 5020 - Health Econometrics or equivalent, and/or HCMG 5030 Healthcare Accounting or equivalent. Students who do not meet these prerequisite requirements will be admitted as Non-Degree Graduate Students and must complete these courses with a grade of B before consideration for formal admission to the MHA degree program. These prerequisite courses do not count toward the required 45 semester hours for the degree and may not be eligible for financial aid. For further information regarding the prerequisite requirement, please contact the MHA Program Director.

Program Requirements

Code	Title	Credit Hours
Foundation Core Required Courses		12
HCMG 5100	Health Systems Administration	3
HCMG 5200	Healthcare Law and Ethics	3

HCMG 5300	Human Resource Mgmt-Hlth. Care	3
HCMG 5400	Organ. Behavior in Health Care	3
Advanced Core Required Courses		27
HCMG 5950	Healthcare Economics	3
HCMG 6100	Information Mgmt.-Health Care	3
HCMG 6150	Healthcare Reimb & Fin Mgt	3
HCMG 6301	Health Care Marketing ¹	3
HCMG 6500	Managerial Epidemiology	3
HCMG 6650	Research Statistics and Method	3
HCMG 6700	Health Care Policy	3
HCMG 6850	Adv Qlty Sys for Hlth Leaders	3
HCMG 6900	Strategic Mgmt of HC Orgs ¹	3
Electives		0-3
Choose one from the following:		
HCMG 5501	International Healthcare Issue	
HCMG 5650	Public Health Organizations	
HCMG 5701	Long Term Care Administration	
HCMG 5750	Hlthcare Regulatory Compliance	
HCMG 6950	Independent Research in Health	
Integrative Experiences		3-9
HCMG 6990	Health Admin. Internship	0-6
HCMG 6999	Project/Thesis in Hlth Adm. (optional)	3
Comprehensive Examination (two chances to pass)		0
Total Credit Hours		45

¹ Students must take HCMG 5100 Health Systems Administration-HCMG 5400 Organ. Behavior in Health Care Before HCMG 6301 Health Care Marketing-HCMG 6900 Strategic Mgmt of HC Orgs.

MHA Management Project

Each student is required to complete a management project and present it as part of the comprehensive examination process. Although not required, most students conduct their project as part of the required internship. Instructions and guidance for the project is provided by the Director of the MHA program.

MHA Comprehensive Examination

Will be Conducted in Conjunction with the Project Presentation or optional Thesis during the student's final semester.

The comprehensive examination is a means of demonstrating the degree of knowledge, skills and abilities from the culmination of cognitive and effective education provided in the MHA. All students must pass the comprehensive examination within **two** tries. Failure to pass the comprehensive examination indicates failure in the MHA program. No credit is provided for the comprehensive examination.

MHA Thesis (Optional)

If chosen as an option, the thesis 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. 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 involve the new application of ideas. The thesis and the related defense, Oral Thesis Examination, (that will be the Comprehensive Examination) offer the opportunity to demonstrate the ability to write about and to 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 the MHA Program Director.

Faculty

Marcia Butler
Ron Fuqua
Thomas McIlwain
M. Scott Stegall
MariBeth Stegall

Human Resource Leadership, Post-Master's Certificate

Students will be required to complete 12 credit hours to obtain a certificate. These credits may not include any graduate courses previously taken. Students must have already completed an MBA degree (or Master of Science degree in a business discipline) from an AACSB accredited school. Students are considered to be non-matriculating (non-degree seeking), so financial aid is not available. Students must select a concentration and satisfy its certificate requirements.

Program Requirements

Code	Title	Credit Hours
MGMT 5108	Talent Development in Orgn	3
MGMT 5109	Human Resource Consulting	3
MGMT 5115	Global Human Resources	3
MBA elective (CSU course not previously taken)		3
Total Credit Hours		12

International Business, Post-Master's Certificate

Students will be required to complete 12 credit hours to obtain a certificate. These credits may not include any graduate courses previously taken. Students must have already completed an MBA degree (or Master of Science degree in a business discipline) from an AACSB accredited school. Students are considered to be non-matriculating (non-degree seeking), so financial aid is not available. Students must select a concentration and satisfy its certificate requirements.

Program Requirements

Code	Title	Credit Hours
SCML 5101	Global Logistics and SCM	3
MGMT 5105	Global Experience	3
Choose one from the following: ¹		3
MGMT 5106	Cross-Culture Negotiating	

MKTG 5103	Global Marketing
MGMT 5115	Global Human Resources
MBA elective (CSU course not previously taken)	
Total Credit Hours	9

¹ If SCML 5101 Global Logistics and SCM was previously taken, two of these courses must be taken.

Liberal Studies, MA

Dr. Susan Copeland, Director
SusanCopeland@clayton.edu

Mission and Goals

The Master of Arts in Liberal Studies degree (MALS) is an interdisciplinary and flexible program designed for a wide spectrum of individuals: recent college graduates, professionals in the public and private sectors, current and prospective teachers, lawyers, state workers, non-profit arts administrators and private business owners.

Through a challenging, structured liberal arts curriculum, the MALS degree program offers graduate students various opportunities to:

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

Application Information

Students may begin the program any semester. Information about the application and admission process is available in the School of Graduate Studies section of this catalog and on the web: <http://www.clayton.edu/graduate/>

Advising

In order to keep students on track for completing the degree, the MALS program director will serve as advisor to all students. The student will be required to meet with his or her advisor before registering for courses each semester.

Academic Policies

Information regarding academic progress, residency requirements, transfer credit, application deferral, acceptance deferral, withdrawal from a course(s), and hardship withdrawal policies is in the School of Graduate Studies section of this catalog and on the web at <http://www.clayton.edu/graduate>.

Requirements

Each student will complete thirty-six (36) semester hours of MALS course work with a minimum grade point average of 3.0. At least twenty-seven (27) of these credits must be taken at Clayton State University. In their

first semester, students should take the required Introduction to Graduate Studies course (3 hours). Also, in this and subsequent semesters, additional foundational seminars (9 hours) will provide students with a selected background in Art, Literature, and Philosophy. Each student will also select an academic area of focus or concentration (18 hours). Students may select from one of five concentration areas in this degree program:

1. English,
2. History,
3. Liberal Arts (ART, CRJU, ENGL, HIST, IDST, MALS², PHIL, and POLS),
4. Mathematics, or
5. Philosophy.

Students have two options (6 hours) in completing the program: Capstone Thesis Option or Capstone Non-Thesis Option.

Program Requirements

Code	Title	Credit Hours
Foundational Seminars		12
MALS 5000	Intro. to Graduate Studies	3
Choose three from the following: ¹		9
ART 5000	Great Works in Art History	
ENGL 5000	Great Books	
POLS 5000	The Nature of Social Thought	
Academic Concentrations		18
Choose one option from the following:		
<i>Option 1: English</i>		
Choose six of any of the graduate level ENGL courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.		
<i>Option 2: History</i>		
Choose six of any of the graduate level HIST courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.		
<i>Option 3: Liberal Arts</i>		
Choose a combination of any six graduate level courses as listed in this catalog with the following prefixes: ART, CRJU, ENGL, HIST, IDST, MALS ² , PHIL, POLS, or others which are offered and approved by the MALS program director and Dean of Graduate Studies.		
<i>Option 4: Mathematics</i>		
Choose six of any of the graduate level MATH courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.		
<i>Option 5: Philosophy</i>		
Choose six of any of the graduate level PHIL courses listed in this catalog or others which are offered and approved by the MALS program director and Dean of Graduate Studies.		
Capstone Experience		6
Choose one option from the following:		
Non-Thesis Option		
Thesis Option		
Total Credit Hours		36

¹ Or suitable course substitutions as approved by the MALS Program Director and Dean of Graduate Studies.

² Excludes MALS 5000 Intro. to Graduate Studies and Thesis or Non-thesis Capstone and Non-Capstone courses.

Capstone Experience Requirements

Non-Thesis Option

Code	Title	Credit Hours
Choose one or both from the following:		6
MALS 6890	Non-Thesis Prof Paper Research	
MALS 6899	Non-Thesis Comprehensive Exam	
Total Credit Hours		6

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:

1. present a paper at a state, regional, national or international academic conference or
2. have an article accepted for publication in a peer-reviewed journal.

Students selecting this option must also pass a comprehensive exam of major coursework prepared by a committee comprised of at least three MALS faculty.

Thesis Option

Code	Title	Credit Hours
MALS 6995	Master's Thesis Research	3
MALS 6999	Master's Thesis Preparation	1-3
Total Credit Hours		6

Students who have completed all their course work in the areas of Foundational Seminars and at least fifteen hours in their Academic Concentration may select the capstone thesis option to fulfill the requirements for their degree. Students work under the supervision of three faculty advisors (from at least two different academic disciplines, one of whom must be designated the Thesis Chair), and may begin work on the thesis project only after a capstone thesis proposal has been formally approved. The thesis may take the form of academic or applied research, or it may be a creative work. The capstone thesis must be of a nature to warrant six hours of graduate credit. In general, the projects should yield a written piece of work, although products such as artistic/musical creations also may be acceptable.

Second Master of Arts in Liberal Studies Requirements

Students may pursue a second Master of Arts in Liberal Studies degree program in a different concentration. The following policies and procedures must be followed:

- Students must meet normal admission requirements for the second degree program.
- Students must complete 36 hours of degree requirements for the second degree.
- Course and resident credit used to satisfy the requirements of one Clayton State degree cannot be used to satisfy the requirements of another degree.

- A maximum of 9 graduate credits from an accredited institution, including Clayton State, can be applied toward the requirements for a second Master's degree as long as:

- those credits were taken within 6 years of admission to the second degree program
- the courses are recommended by the student's advisor, and
- a first Master's degree has been completed before admission to a second Master's degree.

- Only transfer credits of a B or above will be considered, and no Pass/Fail credits will be accepted. Transfer credit must be contained on an official transcript from an accredited degree granting institution. See *Policy on Transfer Credit at the Master's Level in the Academic Policies section of the catalog.*

- Students must complete a minimum of 24 credits in courses other than the capstone courses in the approved program of study. See *Residency Requirement in the Graduation Requirements section of the catalog.*

- Specialization in the second master's degree must be different from that of the first master's degree. No courses within that specialization can duplicate courses in the first master's degree.

- Any specific requirements (Comprehensive Exams or Thesis Courses) must be completed as part of the second program.

- **Please Note:** Students will have to request a course substitution to ensure all coursework for the second master's degree is 36 hours of distinctly different coursework from the first master's degree.

Faculty

Augustine Ayuk
 Scott Bailey
 Roger Bates
 Virginia Bonner
 Benjamin Buckley
 Brigitte Byrd
 Randy Clark
 Susan Copeland
 Michael Dancs
 Jelani Favors
 David Gilbert
 Randall Gooden
 Barbara Goodman
 Cantice Greene
 Alexander Hall
 Gwendolyn Harold
 Lisa Holland-Davis
 Todd Janke
 E. Joe Johnson
 Sipai Klein
 Mary Lamb
 Marko Maunula
 Joshua Meddaugh
 Greg McNamara
 Nasser Momayezi
 Eugene Ngezem
 Kelli Nipper
 Kathryn Pratt-Russell
 R.B. Rosenburg
 Amy Sanford
 Patricia Smith
 Steve Spence
 Adam Tate

Robert Vaughan
Christopher Ward
Carol White

Nursing, MSN

Dr. W. Micheal Scott, Associate Dean

MichaelScott@clayton.edu

Dr. Grace Nteff, Director

GraceNteff@clayton.edu

General Information

Clayton State University Master of Science (MSN) in Family Nurse Practitioner (FNP) program is designed to prepare professional registered nurses for APN roles as culturally competent primary providers of clients, families and communities. Course and clinical work emphasizes the care of adult, pediatric and geriatric patients and their families. Post BSN students enrolled in the program will be required to take 47 credit hours with 585 hours of clinical experiences. Students possessing an MSN may receive up to 9 hours of credit but will still need 585 clinical hours.

The program is a committed champion to the training of a diverse workforce that reflects the population of Georgia. Combining rigorous coursework with hands on clinical experience, students learn to collaboratively manage acute and chronic conditions as well as provide excellent community-based primary care to diverse, underserved, and vulnerable populations.

The curriculum has been developed to meet current national standards. Graduates of the FNP program are eligible to sit for national certification by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

The degree offers graduates the opportunities to:

1. Implement advanced practice roles as leaders and educators within the nursing profession and the health care system utilizing human caring as the foundation for nursing practice;
2. Develop and nurture collaborative and interdependent relationships by communicating with other health care professionals;
3. Analyze personal and organizational decision-making utilizing an understanding of how ethics and values influence health care delivery;
4. Utilize nursing research for the promotion of high quality nursing education, health care, and evidence based practice;
5. Demonstrate critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes;
6. Demonstrate cultural competence that reflects sensitivity to human diversity in a dynamic academic and health care environment;
7. Develop comprehensive, holistic plans of care that address health promotion and disease prevention needs of diverse populations;
8. Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective health care, and the advancement of nursing practice.

Additional Admission Requirements

In addition to the general requirements of the School of Graduate Studies, the School of Nursing requires that all applicants must hold a Bachelor of Science in Nursing and a current unrestricted RN Georgia license.

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 is encouraged to consult with his or her advisor before registering for courses each semester.

Requirements

Program Requirements

Code	Title	Credit Hours
Nursing Core Requirements ¹		25
NURS 5100	Theory for Graduate Nursing Pr ²	3
NURS 5200	Research-Evidence-Based Nurs. ²	3
NURS 5410	Adv Patho Across the Lifespan	3
NURS 5600	Health Care Policy	3
NURS 6611	Diagnostic & Clinical Reasonin	2
NURS 6620	Adv Health Assessment for FNP	3
NURS 6640	Adv Pharmacology for FNP	3
NURS 6660	Pop Hlth and Emerging Disease	2
NURS 6670	Adv Practice Nurs Roles in Soc	3
Nursing Clinical Requirements		23
NURS 6650	Hlth Prom of Children and Fami	6
NURS 6630	Hlth Prom of Adults and Fami	6
NURS 6680	Hlth Prom of Elderly and Famil	5
NURS 6690	Nurse Practitioner Practicum	6
Total Credit Hours		48

¹ Students should consult the MSN degree program website for information on suggested progression of coursework.

² Required for Post BSN students; Post MSN may qualify for exemption of up to nine hours.

MSN Academic Standards

Nursing students must maintain a semester grade point average (GPA) of 3.00 ("B") to maintain good standing in the program. Students who receive a "C", "D", "F", "WF", or "U" in any MSN courses may repeat this course one time only on a space available basis. Two grades of "C", "D", "F", "WF", or "U" in any MSN courses will result in program dismissal. Reference MSN Student Handbook for details.

Faculty

Lisa Eichelberger
Grace Nteff
Kimberly Campbell
Deborah Dumphy
Victoria Foster
Carmen Harrison
Demetrius Holiday
Sharon Jones
Comfort Obi
W. Michael Scott
Lisa Smiley

Supply Chain Management, Post-Master's Certificate

Students will be required to complete 12 credit hours to obtain a certificate. These credits may not include any graduate courses previously taken. Students must have already completed an MBA degree (or Master of Science degree in a business discipline) from an AACSB accredited school. Students are considered to be non-matriculating (non-degree seeking), so financial aid is not available. Students must select a concentration and satisfy its certificate requirements.

Program Requirements

Code	Title	Credit Hours
SCML 5101	Global Logistics and SCM	3
SCML 5102	Operations & Supply Chain Mgmt	3
MGMT 5106	Cross-Culture Negotiating	3
MBA elective (CSU course not previously taken)		3
Total Credit Hours		12

Master of Arts in Teaching, MAT

Dr. Dennis Attick, Assistant Dean

DennisAttick@clayton.edu

Charles Elfer, Coordinator, History Concentration

CharlesElfer@clayton.edu

Kelli Nipper, Coordinator, Mathematics Concentration

KelliNipper@clayton.edu

Patricia Smith, Coordinator, English Concentration

PatriciaSmith@clayton.edu

Emily Surber, Coordinator, Biology Concentration

EmilySurber@clayton.edu

Mission and Goals

The Master of Arts in Teaching is designed for individuals who hold a Bachelor's degree in a related area to the respective concentration and/or have a provisional teaching certificate in the discipline. The initial certification program will prepare interested persons to receive a Master's degree and provide them the opportunity to become certified to teach secondary curriculum in grades 6-12.

The program consists of content and methods courses, professional studies classes, and field-based clinical experiences. Upon completion of the program, graduates will be awarded the MAT degree.

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 Education will embrace the tenets of our conceptual framework. The theme of Clayton State University's Teacher Education Conceptual Framework is to prepare teacher candidates who become professional educators who engage in reflective practice and are competent, caring, collaborative, committed, and culturally responsive. In particular, program graduates should be able to:

- diagnose student needs;
- plan for student learning;
- facilitate student learning;
- demonstrate appropriate content knowledge;
- foster student well-being to promote learning; and,
- assume the role of professional teacher.

General Requirements for Program Admission

To be considered for MAT admission, applicants must submit an application for admission to Graduate Studies at CSU. Admission to the MAT program requires an earned baccalaureate degree in the respective concentration (or a closely related field which includes at least twenty-one (21) hours of coursework) from an accredited college or university. In addition to the general requirements as outlined in this catalog, applicants:

- Must submit a sample of at least two (2) five to ten (5-10) page upper division course writings which show potential for graduate work in English if you are applying for the English concentration.
- All students interested in the mathematics concentration are expected to have the following undergraduate courses: Calculus I, Calculus II, Calculus III, Linear Algebra, and at least two (2) additional upper-division mathematics courses. Students who have not completed at least three (3) of these prerequisite courses will not be considered for admission into the program. Individuals without the required prerequisite courses are expected to complete undergraduate course work to compensate for any deficiencies.
- Passing scores on GACE Basic Skills Assessment (Georgia Assessment for the Certification of Educators) are required for admission to the teacher certification program. (SAT 1000, ACT 43, or GRE 1030—exemption scores for the GACE Basic Skills Assessment)
- Georgia Crime Information Center (GCIC) criminal background check is required for admission to the certification program.

Applicants should contact Program Coordinators for individual program requirements.

Degree Requirements

Each student will complete 36 semester hours of MAT coursework with a minimum grade point average of 3.0. At least 27 of these credits must be taken at Clayton State University. The curriculum is generally delivered over four - 6 semesters when students follow the planned sequence, depending upon semester of entry. The MAT program is designed to provide courses and field experiences to support candidates' educational foundation theory and knowledge during the first semester with content and pedagogical knowledge, skills, and dispositions with practica

and internship experiences provided during the following semesters. Students will also complete an action research project.

Faculty in the respective departments teach the content and methods courses; faculty from the Department of Teacher Education will teach the professional education courses. Both faculty will supervise the clinical and internship experiences along with public school mentor teachers. Our partnership school districts will serve as collaborative sites for field experiences and internships for the certification track.

Requirements

Master of Arts in Teaching, MAT

Code	Title	Credit Hours
Required Education Coursework		18
EDUC 5100	Social & Cultural Awareness	3
EDUC 5101	Exceptionalities/Cognitive Dev	3
EDUC 5200	Curriculum & Instruction	3
EDUC 5102	MAT Practicum	2
EDUC 5300	Internship Seminar	1
EDUC 5301	Secondary School Internship	4
EDUC 5400	Action Research	2
Concentration Requirements		18
Choose one concentration from the following:		
Biology Concentration (p. 133)		
English Concentration (p. 133)		
History Concentration (p. 133)		
Mathematics Concentration (p. 134)		
Total Credit Hours		36

Concentration Requirements

Biology Concentration

Students must pass the Basic GACE prior to admission (unless exempt); prior to entering the internship, students must pass the GACE Biology Content Tests 026 and 027.

Code	Title	Credit Hours
Required Biology Methods Course		3
BIOL 5901	Methods Teach Sec Bio	3
Required Biology Content Course		3
BIOL 5400	Science and Society	3
Biology Elective Content Courses		12
Choose 12 hours from the following:		
BIOL 5380	Advanced Evolutionary Biology	
BIOL 5640	Adv. Cell & Molecular Biology	
BIOL 5620	Microbial Ecology	
BIOL 5700	Special Topics in Biology	
	or BIOL 5701 Special Topics in Biology	
	or BIOL 5702 Special Topics in Biology	
	or BIOL 5703 Special Topics in Biology	
BIOL 5820	Conservation Biology	
BIOL 5840	Plant Ecology	

BIOL 6222	Research in Bio Sciences	
Total Credit Hours		18

English Concentration

Code	Title	Credit Hours
Required English Methods Courses		6
ENGL 5020	Methods of Teaching English I	3
ENGL 5030	Methods of Teaching English II	3
English Content Courses		
<i>Studies in American Literature and Culture</i>		6
Choose two from the following: ¹		
ENGL 5000	Great Books	
ENGL 5114	Lit of the Adolescent Experien	
ENGL 5120	19th Century Amer Lit&Culture	
ENGL 5130	Studies in Southern Lit.	
ENGL 5140	Studies Mod Amer Lit&Culture	
ENGL 5300	Literature by American Women	
ENGL 5350	Studies in Gender & Sexuality	
ENGL 5400	African American Lit & Culture	
ENGL 5410	The African American Novel	
ENGL 5450	Race & Ethnicity in Literature	
ENGL 5710	Modern and Contemporary Poetry	
ENGL 5720	Modern American Literature	
ENGL 5730	Modern Drama	
ENGL 5800	Special Topics	

<i>Studies in British Literature and Culture</i>		6
Choose two from the following: ¹		

ENGL 5000	Great Books	
ENGL 5114	Lit of the Adolescent Experien	
ENGL 5150	Studies in Shakespeare	
ENGL 5210	Studies in Renaissance Lit.	
ENGL 5250	19th Century British Lit	
ENGL 5260	20th/21st Century British Lit	
ENGL 5620	Postcolonial Theory & Lit	
ENGL 5730	Modern Drama	
ENGL 5800	Special Topics	

Total Credit Hours		18
---------------------------	--	----

¹ Candidates may chose ENGL 5600 Composition Theory or ENGL 5700 Response to Writing in place of up to 6 credits of Literature coursework.

History Concentration

Code	Title	Credit Hours
Required History Methods Course		3
HIST 5601	Adv. Methods Teaching History	3
History Content Courses		15
<i>Studies in United States History</i>		
Choose two or three graduate U.S. History courses totaling 6 or 9 credit hours		
<i>Studies in World History</i>		

Choose two or three graduate World History courses totaling 6 or 9 credit hours

Total Credit Hours	18
--------------------	----

Mathematics Concentration

Code	Title	Credit Hours
Required Mathematics Methods Course		3
MATH 5010	Mod. Meth. of Teaching Math	3
Mathematics Content Courses		15
Choose five from the following:		
MATH 5000	History of Mathematics	
MATH 5130	Applied Algebra	
MATH 5220	Applied Statistics	
MATH 5231	Modern Geometry	
MATH 5250	Elementary Number Theory	
MATH 5255	Factoring & Primality Testing	
MATH 5261	Introductory Probability	
MATH 5350	Graph Theory	
MATH 5360	Combinatorics	
MATH 5365	Applied Combinatorics	
MATH 5520	Introduction to Analysis	
MATH 5525	Topology	
MATH 5800	Selected Topics in Mathematics	
Total Credit Hours		18

Faculty

- Dennis Attick
- Scott Bailey
- Brigitte Byrd
- Susan Copeland
- Michael Dances
- Keith Driscoll
- Charles Elfer
- Barbara Goodman
- Gwendolyn Harold
- Weihsu Hong
- E. Joe Johnson
- Sipei Klein
- Elliot Krop
- Mary Lamb
- Gregory McNamara
- Eugene Ngezem
- Kelli Nipper
- Christopher Raridan
- Lila F. Roberts
- Kathryn Pratt-Russell
- Amy Sanford
- Patricia Smith
- Anthony Stinson
- Emily Surber

ACCT 2101. Principles of Financial Acct.

Introduction to the concepts, principles and procedures pertaining to the preparation, analysis and interpretation of income statement, retained earnings statement, balance sheet and cash flow statements for service and merchandising companies with introduction to the measurement of inventory, receivables liabilities, long-term assets and stockholders' equity.

ACCT 2102. Principles Managerial Acct.

Introductions to the concepts, techniques and procedures pertaining to the preparation, analysis and interpretation of accounting information for use by managers for planning, control and other business decisions with emphasis on product costing, cost analysis, cost volume profit analysis, budgeting, standard costing, performance measurement relevant cost for non-routine decisions and analysis of financial statements.

ACCT 3110. Managerial Cost Accounting

Cost accounting principles and techniques applied to job order and process types of industry, planning and control of the elements of production costs, and preparation of internal cost reports for management in manufacturing and other environments. Use of cost information for business policy implementation and management purposes is stressed, as well as current cost topics.

ACCT 3250. Taxation of the Individual

An introduction to the study of taxation for individuals and business entities. This course focuses on federal and state tax laws and regulations, as they pertain to both individuals and business entities. Tax forms and software are used to determine the appropriate taxes for cases involving individual and business scenarios. Tax strategies and implications for personal and business decision-making and financial planning are analyzed. Professional ethics involving tax practice are emphasized.

ACCT 3351. Intermediate Financial Acct. I

An in-depth analysis of recording, reporting and disclosure issues for external analysis in the contemporary firm. Accounting theory and current professional standards are stressed. Content emphasis on assets and liabilities with corresponding income determination.

ACCT 3352. Intern. Financial Acct. II

Emphasis on the measurement and reporting of equity and net assets and the interdependencies of change effects on income determination. Accounting changes and adjustments and the related impact of professional pronouncements and information transparency is stressed. Selected topics in governmental, non-for-profit and international accounting are introduced.

ACCT 4110. Advanced Managerial Cost Acct.

Emphasis on the advanced and emerging issues pertaining to the nature, objectives and procedures of cost analysis and control; theories of cost allocation; and uses of accounting information for decision making.

ACCT 4210. Volunteer Income Tax Prep.

Students will be involved in all aspects of tax planning and preparation, and in program administration. Students will also participate in presentations in conjunction with Earned Income Tax Credit Day, and will prepare a memorandum dealing with a tax preparer ethical issue.

ACCT 4250. Taxation of Business Entities

An advanced study of taxation for individuals and business entities. This course focuses on advanced concepts of tax laws and regulations, including the impact of taxation. Tax strategies and implications for individual and business decision-making and financial planning are analyzed. Tax research methodologies are explored. Professional ethics involving tax practice are emphasized.

ACCT 4330. Accounting Information Systems

A study of the fundamentals of accounting information systems. Major topics include processes, documents, and internal controls within accounting systems; documentation of accounting systems with system flowcharts and data flow diagrams; analysis, design, and

implementation of accounting systems; transaction processing using accounting software and database management system; and effects of information technology and e-business on the accounting profession. Hands-on experience with several accounting and business software is emphasized.

ACCT 4352. Advanced Financial Accounting

Emphasis on financial reporting topics encountered in current practice. The theory of the firm is explored relative to investing and financing accountability and other issues of business combinations and divestiture. Special purpose and variable interest entities and their related reporting and disclosure are stressed. Practice applications with integrated financial, managerial and income tax accounting cases may be included.

ACCT 4440. Govern. and Non-Profit Acct.

This course covers financial and managerial accounting and reporting for Federal, State and local governments and non-governmental non-profit organizations such as hospitals and universities. Accounting Information Systems concepts and auditing of these organizations are also included.

ACCT 4470. Forensic Accounting

This course provides an overview of forensic and investigative accounting.

ACCT 4480. Auditing & Assurance Services

The culminating, capstone baccalaureate accounting experience through study of theory and practice of auditing and assurance services. Topics include the accounting profession, ethics, errors irregularities, illegal acts and related liability, accounting and review standards, auditing standards and procedures, and international accounting and auditing. Students experience workpaper development, test work, and report letter drafting. Risk and cycles, internal control, technology applications, and sampling approaches are illustrated. Integration with managerial, tax, and systems issues is achieved through assessment of external communications required in the contemporary practice environment.

ACCT 4800. Selected Topics in Accounting

A detailed examination of selected topics in the profession of Accounting.

ACCT 4850. Acct. Intern./Cooperative Educ

Individually designed learning program involving accounting field experience in private, public, or education sector. Program of study and student supervision must be approved by the Dean of Business or designee.

ACCT 4851. Accounting Internship/Cooperat

Individually designed learning program involving accounting field experience in private, public, or education sector. Program of study and student supervision must be approved by the Dean of Business or designee.

ACCT 4852. Accounting Internship/Cooperat

Individually designed learning program involving accounting field experience in private, public, or education sector. Program of study and student supervision must be approved by the Dean of Business or designee.

ACCT 4853. Accounting Internship/Cooperat

Individually designed learning program involving accounting field experience in private, public, or education sector. Program of study and student supervision must be approved by the Dean of Business or designee.

ACCT 4900. Indep. Study/Directed Research

Special work arranged in consultation with instructor. Requires approval of the Dean or Associate Dean.

ACCT 4901. Indep. Study/Directed Research

Special work arranged in consultation with instructor. Requires approval of the Dean or Associate Dean.

ACCT 4902. Indep. Study/Directed Research

Special work arranged in consultation with instructor. Requires approval of the Dean or Associate Dean.

ACCT 5000. Foundations of Accounting

This Accounting foundations course introduces students to Accounting principles. Some of the topics covered include: Transaction Types, Setting Up Accounts, Recording and Summarizing Transactions, Preparing Reports, Analyzing Reports.

ACCT 5100. Core Concepts in Accounting

This course covers accounting fundamentals related to both financial accounting and managerial accounting. Related to financial accounting, the course includes an introduction to the concepts, principles, and procedures pertaining to the preparation, analysis, and interpretation of income statement, retained earnings statement, balance sheet, and cash flows statement for service and merchandising companies with introduction to the measurement of inventory, receivables, liabilities, long-term assets, and stockholders equity. Managers need accounting information for planning, controlling, and effective utilization of the resources available to the company. Related to managerial accounting, the course includes an introduction to the concepts, techniques, and procedures pertaining to the preparation, analysis, and interpretation of accounting information for use by managers for planning, control, and other business decisions with emphasis on product costing, cost analysis, cost volume profit analysis, budgeting, standard costing, performance measurement, relevant costs for non-routine decisions, and analysis of financial statements.

ACCT 5110. Adv Manage Cost Acct for Exec

Emphasis on the advanced and emerging issues pertaining to the nature, objectivism and procedures of cost analysis and control; theories of cost allocation; and uses of accounting information for decision making.

ACCT 5120. Special Topics in Accounting

Selected advanced topics in current accounting trends. This course will be offered as fits the needs and interests of the student and faculty.

ACCT 5200. Accounting for Managerial Deci

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.

ACCT 5210. VITA Preparation and Coordinat

This course teaches students tax preparation and gives them the opportunity to participate in supervised tax preparation through the VITA program.

ACCT 5250. Advanced Topics in Taxation

An introduction to the study of taxation for business entities. This course focuses on federal tax laws and regulations, as they pertain to business entities. Tax forms and software are used to determine the appropriate taxes for various cases. Primary emphasis is on C and S corporations and partnerships. The course includes the basic analysis of planning and compliance of most forms of corporate and partnership organization, operations, mergers and dissolutions. Tax strategies and implications for business decision-making and financial planning are analyzed. Professional ethics involving tax practices are emphasized.

ACCT 5352. Adv Fin Acct & Inter. Issues

Emphasis on financial reporting topics encountered in current practice. The theory of the firm is explored relative to investing and financing accountability and other issues of business combination and

divestiture. Special purpose and variable interest entities and their related reporting and disclosure impact are stressed. Also emphasized are topics related to partnership formation and operation, termination, and liquidation. In addition the course covers accounting aspects related to legal reorganizations and liquidations, accounting for estates and trusts, segment and interim reporting, and the role of the Securities and Exchange Commission in financial reporting. Selected topics in international accounting are introduced. Practice applications with integrated financial, managerial, and income tax accounting cases may be included.

ACCT 5370. Commercial law for Accountants

This course is designed to help preparing students for their professional careers by familiarizing them with aspects of the law that are directly relevant to the practice of accounting. These topics are not only at work every day in business but are also tested on professional examinations such as the Uniform Certified Public Accounting (CPA) Exam. Specific topics include, but are not limited to, business organizations (including the law of corporations, partnerships, and limited liability companies), sales, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and the legal liability of accountants. The course will be taught through a mixture of lectures and class discussions.

ACCT 5440. Govt & Non-Profit for Execs

This course covers financial and managerial accounting and reporting for federal, state, and local governments, and non-governmental non-profit organizations such as hospitals and universities. Accounting information systems concepts and auditing of these organizations are also included.

ACCT 5470. Forensic & Investigative Acct

This course provides an overview of forensic and investigative accounting. Includes an understanding of the nature and development of forensic accounting, fraudulent financial reporting, employee fraud, and how to detect and prevent these accounting crimes. The course will also cover courtroom procedures, litigation management and support, cybercrime management, and business valuations.

ACCT 5900. Accounting Research/Internship

Students may use this course to identify and research issues in accounting. Developing the students' professional written communication skills would be an important component of this course. In the alternative, students may participate in professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students will gain relevant practical experience which would build on prior coursework and provide an experiential knowledge base for their remaining graduate coursework.

AFAM 2010. Intro-African American Studies

This course introduces the field of African American Studies through an interdisciplinary lens. It incorporates social sciences, historical studies, literary studies, religious studies, and the arts, both music and visual art, to examine the multifaceted experiences of African Americans. Thus, it explores and contextualizes the experiences of African Americans as part of the larger African Diaspora.

AFAM 2050. AFAM Intellectuals

This course focuses on historical and contemporary African American intellectuals that have contributed to our understanding of the Black experience in America. Students will learn about Black scholars who have offered viewpoints on a myriad of topics such as race, racism, nationalism, politics, social justice, aesthetics, and theology.

AFAM 3100. Harlem Renaissance

This course will explore the lives and impact of literary figures, performers, and visual artists during the prominent 1920s movement. It will also review related themes and events, such as economic, political, and social oppression, racial tensions, New York City nightlife, and the Great Migration.

AFAM 3200. Black Arts Movement

This course is an introduction to the Black Arts Movement of the 1960s and 1970s, a racially-specific artistic period created by African-American artists, writers, and musicians who were committed to creating politically and socially conscious art. The course contextualizes the movement by examining the revolutionary movements from which the Black Arts Movement sprang, and fostered, during this important era in American history. The contributions of intellectual thinkers and artists such as Malcolm X, Amiri Baraka, Maya Angelou, and Nikki Giovanni will be examined. The course also examines how the Black Arts Movement influences contemporary intellectual thinkers and artists by asking what role, if any, does the 'political' play in artistic creation?

AFAM 3300. Black Popular Culture

This course is an introduction to, and exploration of, Black visual and representative culture in the United States. It incorporates written, audio, and visual texts in an effort to examine the ways that visual and narrative cultures are interrelated to the lived experiences of Black communities in the United States and Americans in general. A focus will be on the complexity of the reception of these productions and the various ways that Black communities engage in cultural expression.

AFAM 3510. Black Feminist/Womanist Theory

This course examines the development of scholarship in Black Feminist and Womanist Theories as Black women confronted racism and sexism. By examining Black Feminist and Womanist writings and intellectual thought, such as that of Anna Julia Cooper, bell hooks, Barbara Smith, and Patricia Hill Collins, just to name a few, the class will focus on the evolution of the theories. The tenants of Black Feminism and Womanism will be enumerated, along with the scholars in the field.

AFAM 4100. AFAM Sociological Thinkers

This course offers a review of the history of African Americans in the United States from a sociological viewpoint. Special attention will be given to important African American sociologists who contributed to our understanding of the Black experience in the United States.

AFAM 4800. Special Topics in AFAM

Topics will focus on African American Studies.

AFAM 4801. Special Topics in AFAM

Topics will focus on African American Studies.

AFAM 4802. Special Topics in AFAM

Topics will focus on African American Studies.

ARST 5000. Princ. & Practices in Archives

This course provides a modern overview of archives and records administration. It provides an introduction to the fundamental functions of archival work including inventory, classification, appraisal, disposition, acquisition, arrangement, description, preservation, security, privacy and legal responsibilities, and professional ethics. Although the course will cover traditional record media as the basis for understanding the development of the archival profession, the primary emphasis will be upon contemporary records and the use of technology for creation, preservation, and use of archival records.

ARST 5100. Archives & Technology

This course provides an exploration of the increasing role that technology plays in the core functions that comprise archival work, including acquisition, appraisal, accessioning, arrangement and description, digital preservation, reference services, and records management. Students will learn the fundamentals of how archivists utilize technology in their work and how changing technologies impact archival work. The course emphasizes contemporary electronic media formats and changing information technologies. Students will begin to develop the skills necessary to evaluate, utilize, and develop access systems and identify and apply appropriate technological solutions. The technology component of the course will cover high level web development and database concepts and applications of database processing including file organization and data structures. The course emphasizes basic web and database design using 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

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

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 5170. Reference, Access and Outreach

This course provides instruction to students in the methods of providing effective customer service for users of archives; ensuring the security of archival material during use; and documenting research use; and researcher education. Students will learn about the importance of promoting an archival program within their organization and to outside constituencies, and the ways in which archival records are used for research. Other topics will include issues concerning the administration of access, copyright, privacy, confidentiality, donor-imposed restrictions, and open records laws. Students will become proficient in the use of reference and access tools in both electronic and print format as well as skills such as visual imaging that are important to making archival records available via the Internet.

ARST 5200. Arrang & Desc of Archival Mat

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 5250. Digital Curation, Preservation

An in-depth analysis and practical application of system requirements and tools available to support traditional archival functions in the context of an Open Archival Information System. Includes managerial perspectives relating both to evaluation of functionality, licensing, and costs and to implementation, including requests for proposal, development, and collaboration with IT staff. Examination of specific tools to support digital repositories and content management systems, digital forensics, migration, emulation and virtualization, archives management, and data analysis.

ARST 5300. Digital Preservation

This course will build on the introduction to electronic records presented in preceding courses and will address the particular challenges of digital materials associated with each of the archival domains. It will address media longevity, hardware and software obsolescence, authenticity and integrity of digital materials, and preservation and security. The course will emphasize the Open Archival Information System Reference Model (OAIS) and the Trusted Repository Audit and Certification (TRAC). Students will be able to apply current best practices to manage collections of digital records.

ARST 5400. Records Management

This course will teach the knowledge that archivists need to know in order to evaluate current recordkeeping practices as the basis for managing the records of contemporary organizations. It will provide an understanding of the traditional theory, methods, and practices of records management. This course incorporates the principles and theory necessary for the management and preservation of digital records using national and international standards.

ARST 5500. Archiv Appraisal/Select/Eval

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

This course examines legal and ethical issues that arise in as a result of laws, regulations, rules, and cultural practices. Students will be able to describe the legal basis of access to records, of rights of privacy and publicity, and of use of records in legal proceedings. Students will be able to explain intellectual property rights, including copyrights and cultural property rights. Students will be able to explain professional expectations for ethical conduct and the core values of the archival profession.

ARST 6620. Managing Archives

This course provides introduction to general management principles and practices intended for archivists working in all types of organizations. Topics include planning, budgeting, organizational theory, staffing, leadership, organizational change, and decision making.

ARST 6800. Research Methods

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.

ARST 6890. Special Topics in Archives

The examination of current topics related to archival theory and practice.

ARST 6900. Directed Research

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. Directed research provides students with an opportunity to investigate some aspect of archives in depth, resulting in a defined project or a research paper. Work hours and credit vary.

ARST 6901. Archives Internship

Practical experience and the observation of the professional work of others in a recognized archival repository under the supervision of an experienced archivist. Students apply the knowledge acquired in course work, as well as gain insight into the basic functions and activities performed by archivists or records personnel.

ARST 6902. Applied Archives Experience

Supervised, practical experience in an archives and in an online environment, coupled with classroom discussion and exercises. Students apply the knowledge acquired in course work, as well as gain insight into the basic functions and activities performed by archivists or records personnel.

ARST 6910. Directed Research

Provides students with an opportunity to investigate some aspect of archives in depth, under the guidance of a faculty member, resulting in a defined project or research paper.

ARST 6950. Archives Capstone

Students demonstrate their mastery of archival knowledge and practical skills through a series of reports, oral interviews, and demonstration projects, concluding with a comprehensive written exam.

ARST 6999. Thesis

In-depth examination of some aspect of archives based on original ideas and research, supported by existing scholarship. A written thesis is required.

ART 1100. Art Appreciation

This course focuses on fostering an awareness, understanding, and appreciation for the visual arts. Through exposure to cross-cultural art images throughout history, students will build a global artistic vocabulary that allows for the constructive analysis of art objects. Students will also gain an understanding of the influence of art on other important aspects of culture including politics, history, religion, and science.

ART 1101. Drawing I

A study of visual relationships between objects in a two-dimensional plane. The primary focus will be improving basic rendering skills using a variety of drawing media. Design and the human figure will be an integral part of the course. Emphasis will be on dry drawing media.

ART 1102. Drawing II

A continuing study of the planar relationships between objects, with anatomy and improvement of drawing skills being the primary focus. The emphasis will be on wet drawing media.

ART 1104. 2-D Design/Color Theory

A study of color and its manipulation. Collage as well as oil and water based drawing and painting media will be used.

ART 1301. 3-D Design

A study of the relationships between objects in three dimensions. The primary focus will be clay and the ceramic process. Hand building, colored clarity, glaze calculation and an introduction to wheel throwing will be addressed.

ART 2001. Painting Studio I

This course is an introduction to painting and focuses on basic skill in oil, watercolor, and acrylic. Students learn various painting techniques and study color theory and design as they apply to painting.

ART 2301. Art of the Pre-Modern World

A survey of world art from prehistoric times through approximately 1600, viewed in both historical and communication skills are emphasized.

ART 2302. Art of the Modern World

A survey of world art from approximately 1600 through the present day, viewed in both historical and contemporary perspective. Critical thinking and communication skills are emphasized.

ART 2303. Art of the Non-Western World

A survey of early non-western art, including African, Asian, Islamic, Mesoamerican and Andean, Native American, and Oceanic art, viewed in historical perspective.

ART 3001. Oil Painting

This course explores various visual ideas of oil painting based on a student's research of the history of painting from the eighteenth century to the present day. The class examines both traditional and contemporary applications of painting. Through systematic learning techniques and research of classical and contemporary paintings,

students develop an understanding of formal concerns as well as representational and non-representational oil painting skills.

ART 3101. The Visual Arts and Society

A topical or thematic approach to the study of the networks of relationships between works in the visual arts and the social structures in which those works are created and interpreted, considering both historical and contemporary perspectives. Critical thinking and communication skills are emphasized. Completion of CRIT 1101 & Area C recommended.

ART 3310. 19th and 20th Century Art

A survey of western art throughout the nineteenth and twentieth centuries, viewed through a historical perspective. Completion of CRIT 1101 and Area C recommended.

ART 3401. American Art Visions

A Survey of American Art from the foundation of American identity within the New World - Colonial era, through the multiple trends and identities of Modern America. Completion of CRIT 1101 and Area C recommended.

ART 4800. Special Topics in Art

This class will present significant topics in studio art and art history not covered by other classes.

ART 4801. Special Topics in Art

This class will present significant topics in studio art and art history not covered by other classes.

ART 4802. Special Topics in Art

This class will present significant topics in studio art and art history not covered by other classes.

ART 4900. Independent Study: Studio Art

This course explores the use of traditional and nontraditional materials, installations, and new technologies for creative production and expression. Emphasis is placed on the using of cross-media, such as traditional painting, sculpture, and digital media.

ART 5000. Great Works in Art History

A survey of the high points of art history which examines aesthetic, historical, cultural, psychological, and other issues relating to art history, from various critical perspectives. The course will examine great works of art, ranging from the highlights of ancient Egypt and Mesopotamia to the classical era, on to the Renaissance, and beyond to more modern masterpieces.

ARTS 1100. Art Appreciation

This course focuses on fostering an awareness, understanding, and appreciation for the visual arts. Through exposure to cross-cultural art images throughout history, students will build a global artistic vocabulary that allows for the constructive analysis of art objects. Students will also gain an understanding of the influence of art on other important aspects of culture including politics, history, religion, and science.

ASTR 1010. Solar System Astronomy

Astronomy from early ideas of the cosmos to modern observational techniques. The solar system planets, satellites, and minor bodies. The origin and evolution of the solar system.

ASTR 1020. Stellar and Galactic Astronomy

The study of the Sun and stars, their physical properties and evolution, interstellar matter, star clusters, our galaxy and other galaxies, and the origin and evolution of the Universe.

ASTR 3010. Topics in Astrophysics

A survey of the methods and results of modern astrophysics for students with a calculus background. Topics are selected from orbital mechanics, gas processes, radiative transfer, spectral analysis, stellar structure and evolution, stellar instabilities, binary star systems, the interstellar medium, stellar remnants, galactic structure and evolution, and cosmology

ASTR 1020L. Astronomy Laboratory

A series of laboratories designed to measure the physical properties of planets, stars, and galaxies.

AVIA 3120. Fleet Planning and Scheduling

This course provides a survey of the processes of airline fleet planning and scheduling with a focus on understanding the overall impact of sound fleet planning techniques and the complexity of airline scheduling as it pertains to administrative decisions.

AVIA 3130. Leadership in the Aviation Ind

This course provides a survey of the traditional functions of aviation administration with a primary focus on air transportation regulators, airline certification, management and organization, forecasting methods, marketing, scheduling, fleet planning, labor relations, financing and international aviation.

AVIA 3140. Aviation Safety

This course discusses and analyzes problems and issues of aviation safety including aircraft accidents, their cause, effect and the development of safety programs and procedures. The course will expose the students to pertinent terms and study individual cases where both successful and unsuccessful steps were taken.

AVIA 4120. Intro to Airport Operations

Introduction to airport operations with a broad focus on the history and growth in aviation systems and facilities operation.

AVIA 4130. Aviation Labor Relations

Students are introduced to some of the many policies and procedures connected with Aviation Labor Relations with emphasis on the air transport labor laws in the United States as well as the impact of government intervention (legislation). Additional topics addressed will include introduction to transportation policy, collective bargaining genesis, major collective bargaining legislation, organized labor (Union) policies and procedures negotiating union agreements, and grievances and their procedures.

BALS 3901. Liberal Studies Internship

This course is the principal experiential learning component of the Liberal Studies program. The internship/practicum will be undertaken in the junior/senior year, and the placement site will be in a professional work environment related to the interests/career goals of the individual student. Placement may be with for-profit, not-for-profit, or governmental entities as appropriate. Collaborating business/agencies must agree to creating and supervising meaningful experiences that will allow students to observe and participate in projects and activities that bear directly on the challenges of the contemporary workplace.

BALS 3902. Liberal Studies Internship

This course is the principal experiential learning component of the Liberal Studies program. The internship/practicum will be undertaken in the junior/senior year, and the placement site will be in a professional work environment related to the interests/career goals of the individual student. Placement may be with for-profit, not-for-profit, or governmental entities as appropriate. Collaborating business/agencies must agree to creating and supervising meaningful experiences that will allow students to observe and participate in projects and activities that bear directly on the challenges of the contemporary workplace.

BALS 3903. Liberal Studies Internship

This course is the principal experiential learning component of the Liberal Studies program. The internship/practicum will be undertaken in the junior/senior year, and the placement site will be in a professional work environment related to the interests/career goals of the individual student. Placement may be with for-profit, not-for-profit, or governmental entities as appropriate. Collaborating business/agencies must agree to creating and supervising meaningful experiences that will allow students to observe and participate in projects and activities that bear directly on the challenges of the contemporary workplace.

BALS 4500. Liberal Studies Capstone

This course will be a capstone experience normally taken in the last term of the senior year and will assess the quality of the degree program. Students will work on case problems appropriate to their academic and career plans by preparing written and oral reports on their proposed solutions. This course will provide the opportunity to bring previous coursework in constructing the desired academic plan, such as the theory and practice of each student's area of emphasis.

BIOL 1107. Principles of Biology I

A study of the principles of biology for science majors covering the scientific method, introductory evolution, basic chemistry as it applies to life, carbon, macromolecules, energy and metabolism, cell structure and function, membranes and transport, cellular respiration, photosynthesis, Mendelian genetics, mitosis and meiosis, and gene expression. This course can be taken before or after BIOL 1108.

BIOL 1108. Principles of Biology II

A study of the principles of biology for science majors covering the scientific method, evolution, natural selection, population genetics, ecology, and the characteristics of life. This course can be taken before or after BIOL 1107.

BIOL 1111. Introduction to Biology I

The biology sequence covers basic and biological chemistry, cellular organization and function, cell division, bioenergetics, and organ system physiology as well as Mendelian genetics, basic statistics, developmental biology, molecular genetics, biotechnology, ecology, and evolution.

BIOL 1112. Introduction to Biology II

Continuation of Introductory Biology I.

BIOL 1151. Human Anatomy and Physiology I

A study of the structure and functions of the human body most pertinent to students in the health sciences. Topics typically included are the study of body organization, principles of support and movement, and introduction to body maintenance. Note: this course does not fulfill the Core Curriculum laboratory science requirement under Area D.

BIOL 1152. Human Anatomy & Physiology II

A continuation of BIOL 1151 which typically includes study of control systems of the body, maintenance systems and continuity.

BIOL 2250. Microbiology for Health Sci.

A study of the morphology, growth, modes of transmission and relationship to diseases of pathogenic micro-organisms. This course is useful to students enrolled in programs in the health sciences.

BIOL 2500. Introductory Plant Biology

Survey of the plant kingdom with greatest emphasis on structure and function of angiosperms.

BIOL 2900. Biological Inquiry

This course will develop students' ability to read, analyze, and evaluate scientific literature. Students will learn how to find and identify primary literature that they can use to design investigations into biological questions. Students will be expected to write scientific papers that effectively communicate the ideas and thoughts underlying their investigations. In addition, students will learn how to effectively navigate majoring in biology at Clayton State through identifying courses and experiential learning opportunities that map onto their career goals. Students will assemble an e-portfolio that will help them link their biology degree to opportunities in the biological and health sciences.

BIOL 3200. Cell and Molecular Biology

This course explores the basic unit of life. Students will examine the cell from both structural and functional viewpoints. The fundamentals of cellular chemistry, life cycles, and regulations will be discussed. Seminal experiments in cell biology will be examined, and current studies in primary research journals will be addressed. Students will

gain an understanding of how contemporary methods in molecular biology are being used to study cells.

BIOL 3201. Genetics

A study of Mendelian principles, molecular genetics and population genetics. The cellular and molecular mechanisms of inheritance, gene expression and influences on evolution are included.

BIOL 3210. Off-Campus Internship

Internship program for selected students who perform supervised biological work in conjunction with professionals at local government, academic or private institutions. Employers coordinate with the University to evaluate student performance in the workplace. Students will be assigned a grade of Satisfactory or Unsatisfactory after completion of the internship.

BIOL 3211. Off-Campus Internship

Internship program for selected students who perform supervised biological work in conjunction with professionals at local government, academic or private institutions. Employers coordinate with the University to evaluate student performance in the workplace. Students will be assigned a grade of Satisfactory or Unsatisfactory after completion of the internship.

BIOL 3220. On-Campus Internship I

This is an internship program for selected students who will perform supervised work related to biology and/or pedagogy in conjunction with biology faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

BIOL 3221. On-Campus Internship II

This is an internship program for selected students who will perform supervised work related to biology and/or pedagogy in conjunction with biology faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

BIOL 3222. Off-Campus Internship

Internship program for selected students who perform supervised biological work in conjunction with professionals at local government, academic or private institutions. Employers coordinate with the University to evaluate student performance in the workplace. Students will be assigned a grade of Satisfactory or Unsatisfactory after completion of the internship.

BIOL 3223. On-Campus Internship

This is an internship program for selected students who will perform supervised work related to biology and/or pedagogy in conjunction with biology faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

BIOL 3224. Introductory Research

This course is a supervised introductory research experience with Biology faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

BIOL 3230. Introductory Research I

This course is a supervised introductory research experience with Biology faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation or poster to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

BIOL 3231. Introductory Research II

This course is a supervised introductory research experience with Biology faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate

use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation or poster to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

BIOL 3250. Introductory Microbiology

Single celled organisms have always been the most populous form of life. This course explores the complex lives of these simple organisms. Students will examine biochemical, genetic and pathological aspects of microbiology. Industrial, ecological, and cultural aspects of human microbiology will be addressed.

BIOL 3300. Vertebrate Natural History

The behavior, ecology, and evolution of vertebrate animals.

BIOL 3310. Hormones and Behavior

In this course, students will learn about the interactions among hormones, brain, and behavior with emphasis on the brain regulation of hormone-behavior interactions in different animal phyla.

BIOL 3320. Invertebrate Zoology

Invertebrate Zoology includes the study of the different phyla of invertebrates; their anatomy and physiology and evolutionary relationships. Invertebrate behavior and their interactions within different ecosystems will be examined.

BIOL 3340. Entomology

This course will cover insect taxonomy, morphology, and physiology with a focus on those insects most commonly found in our environment. It will also explore how insect morphology and physiological systems function in producing and shaping such insect behavior as navigation, reproduction, feeding, oviposition, defense, learning, and sociality.

BIOL 3375. Animal Behavior

This course will focus on observations of animal behaviors and introductory analysis of their adaptive value and evolution. This course will also include a comparative study of mechanisms, ontogeny, function, and evolution of behavior in its ecological and social contexts.

BIOL 3380. Evolution & Population Biology

Principles of evolutionary biology including discussions of natural selection, adaptation, population genetics, speciation, and phylogeny reconstruction. The applications of evolutionary biology to areas such as conservation biology, medicine, and agricultural are discussed.

BIOL 3500. Ecology

The environment is made of both living and non-living components. This course examines the relationships between these various components in the biosphere. Students will learn how complex natural cycles and chains can be perturbed by small disturbances, and conversely, how life adapts to these changes.

BIOL 3520. Conservation Biology

This course will explore the fundamentals and theory behind conservation biology. We will explore threats to biodiversity and approaches to conserving and restoring biodiversity.

BIOL 3550. Tropical Ecology

This study abroad course covers major tropical ecotypes and encompasses the ecology of terrestrial, aquatic, and marine tropical organisms. Emphasis will be on coral reef ecosystems, including taxonomy and identification of common invertebrates and vertebrates found in the Caribbean basin. Issues pertaining to coral reef conservation will be discussed. The majority of the course will take place at the Gerace Research Centre on the island of San Salvador in the Bahamas.

BIOL 3570. Rainforest Ecology

This program is designed primarily for biology majors to expose them to field work in the biological sciences. The program will utilize Costa Rica as a base for the field portion of the course. Students will have the opportunity to work with researchers on various projects

concerning tropical rain forest ecology, conservation, and sustainable agriculture. In addition, students will travel to various sites around the country encompassing the typical ecological zones of Costa Rica, including additional field work opportunities, excursions into the rainforests, as well as lectures from experts. The trip will be supplemented by pre-trip lectures and exams, as well as student projects to be completed upon returning from Costa Rica.

BIOL 3650. Comparative Vertebrate Anatomy

A experiment-based study of selected vertebrate phyla with emphasis on gross anatomy microscopic anatomy and phylogeny.

BIOL 3700. Plant Physiology

Plant Physiology will explore plant physiological processes, stress physiology, plant response to disease, the biology of native plants, and the interactions between plants and the environment.

BIOL 3720. Plant Taxonomy

Plant Taxonomy will explore the relationships between major plant families, the naming and classification of plants, plant identification procedures, and the relevance of plant taxonomy to other fields of science. relevance of plant taxonomy to other fields of science.

BIOL 3740. Economic Botany

Economic Botany explores the intimate relationship between plants and our lives. Topics that will be covered in this course include our use of plants as medicines, food, beverages, and textiles. We will also explore our use of plants in ornamental gardening and forensics.

BIOL 3760. Plant Biology

Plant Biology will explore basic plant anatomy, morphology, and physiology. The course will also touch on the many connections between plants and people such as plants as providers of food and medicine to forming the foundation of our ecosystems.

BIOL 3900. Experimental Design

This course will give students additional exposure to scientific experiments, including designing experiments, collecting data, analyzing data, and presenting it to colleagues/peers.

BIOL 4100. Animal Physiology

This course will examine animal physiology from four different perspectives. It will examine the mechanism that underlies different functions, the evolutionary origins of particular functions, how different animals perform similar functions, and how the environment an animal lives in impacts how they carry out particular functions. This course will explore physiology in a wide range of both invertebrate and vertebrate animals with a focus on food and energy, integrating systems, muscular systems, oxygen and carbon dioxide physiology, and water and salt physiology. The course will include modules that will explore in depth animal models that integrate physiology presented in the course.

BIOL 4120. Neurobiology

This class is an in-depth discussion of the biology of the nervous system. Topics include neuronal structure and function, communication at the synapse (electrical and action potentials), membrane receptors and intra- and intercellular signaling systems, gene regulation, gross organization of the brain and spinal cord, the processing of sensory information and development of the nervous system.

BIOL 4160. Endocrinology

Endocrinology is the study of hormones and their pervasive effects on physiology. Vertebrate Endocrinology will cover the major vertebrate endocrine systems, and the effects of different hormones on cellular and organismal levels of physiology. This course includes lectures, classroom discussion of research papers, and student presentations. A major emphasis is placed on student participation.

BIOL 4222. Biology Research Pract

Research experience for students in Biology.

BIOL 4230. Biol Research Pract I

This course is a supervised research experience with Biology faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

BIOL 4231. Biol Research Pract II

This course is a supervised research experience with Biology faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

BIOL 4232. Biol Research Pract III

This course is a supervised research experience with Biology faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

BIOL 4325. Parasitology

A study of the basic principles of parasitism and the morphology, taxonomy, and life cycles of important parasites of humans and other vertebrates.

BIOL 4330. Developmental Biology

This class will study cell differentiation and development using the tools of molecular genetics and cell biology. Some selected topics to be investigated are gametogenesis, fertilization, cell and tissue interactions and normal embryonic development.

BIOL 4420. Histology

This course will cover the microscopic structure of mammalian tissues and organs. Students will be taught how to recognize, using a light microscope, various tissues and organs. Emphasis will be placed on the relationship between the structure and functions of various tissues. The first part of the course will introduce basic histological procedures. This will include tissue and slide preparation. This is a junior or senior level intensive microanatomy course.

BIOL 4450. Immunology

This course will include a comprehensive overview of the immune system and its functions within the context of cell to cell interaction and communication.

BIOL 4460. Virology

This course will focus on animal viruses and will discuss basic concepts in virology including viral taxonomy, structure, entry/exit, replication, quantitation, genetics, pathogenesis, and virus-host interaction. This course will use a textbook and the primary literature as course materials.

BIOL 4500. Biology Seminar I

Experts from industry, government, and academe address current topics in Biology. Students enrolled in the seminar prepare for the talks by reading research papers. This course gives students the opportunity to meet with and question experts in the field. Career preparation is also covered in this course.

BIOL 4501. Biology Seminar II

Experts from industry, government, and academe address current topics in Biology. Students enrolled in the seminar prepare for the talks by reading research papers. This course gives students the opportunity to meet with and question experts in the field. Career preparation is also covered in this course.

BIOL 4600. Medical Microbiology

This course will cover the principles of microbial virulence. It will include the identification of virulence factors, genetic regulation of virulence, and the complex interactions between bacterial, viral and fungal pathogens and their hosts.

BIOL 4620. Applied and Environ Micro.

This course is designed to expose students to the importance of microorganisms in industrial processes and in the environment. The course will also focus on the applications of microorganisms to solve environmental problems and public health aspects of environmental microbiology.

BIOL 4630. Mycology

The focus of this course is the taxonomy, structure, and function of the members of the Kingdom Fungi.

BIOL 4700. Special Topics in Biology

Selected topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty.

BIOL 4701. Special Topics in Biology

Selected topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty.

BIOL 4702. Special Topics in Biology

Selected topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty.

BIOL 4703. Special Topics in Biology

Selected topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty.

BIOL 4900. Biocomputing

The human genome project and the web revolution present new challenges and opportunities for biologists and biochemists. The only way to deal effectively with the information explosion in biology and related disciplines is to use computers. Students in this course will use computer applications to search databases, perform calculations, and develop models concerning biological problems. This course is considered a capstone course for the biology degree program. A student may not receive credit for both BIOL 4900 and CHEM 4900.

BIOL 4920. Aquatic Ecology

Relationships between organisms and their environment within freshwater streams, rivers, ponds, lakes, and wetlands.

BIOL 4930. Environmental Toxicology

This course will establish the scientific principles underlying the toxic actions of various substances and will introduce the various challenges within the field of toxicology. The chemical nature of injurious substances, their uptake and metabolism by non-target organisms, and their mode of toxic action will be studied in addition to the methods used in safety evaluations and risk assessment.

BIOL 5380. Advanced Evolutionary Biology

This course is an advanced study of evolutionary biology including discussions of topics from recent primary literature. The course will help students develop an understanding of the current state of research in the field as well as its applications in areas of conservation biology medicine, and agriculture.

BIOL 5400. Science and Society

This course will focus on the influence of science on society from a historical and modern perspective. Exploration of societal issues and informed decision-making will be emphasized.

BIOL 5620. Microbial Ecology

This course emphasizes the roles of microorganisms in ecosystems, including, microbial physiology, nutrient cycles, methods of microbial analysis, and the functional roles of microorganisms. Laboratory component is integrated within this course.

BIOL 5640. Adv. Cell & Molecular Biology

This course will cover selected topics in cellular biology and study them from an experimental approach. Students will read literature, participate in discussions and/or write papers, grant proposals and give presentations.

BIOL 5700. Special Topics in Biology

Selected advanced topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty.

BIOL 5701. Special Topics in Biology

Selected advanced topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty.

BIOL 5702. Special Topics in Biology

Selected advanced topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty.

BIOL 5703. Special Topics in Biology

Selected advanced topics of current interest in biology. This course will be offered as fits the needs and interests of the student and faculty.

BIOL 5820. Conservation Biology

This course will explore the fundamentals and theory behind conservation biology. Threats to biodiversity and approaches to conserving and restoring biodiversity will be explored.

BIOL 5840. Plant Ecology

This course explores the interactions between plants and their environment, between individuals within the same species and various species of plants, and between plants and other species. The effects of anthropogenic influences on plants, as well as Piedmont ecology, will also be investigated.

BIOL 5901. Methods Teach Sec Bio

This course will explore theory and pedagogy of secondary biology instruction with a focus on teaching methods across varied topics. Appropriate integration of technology into science teaching and learning will be emphasized. This course is cross listed as SCI 4901.

BIOL 6222. Research in Bio Sciences

Research experience for students in Biology. Specific research topics will be determined by the student in consultation with major advisor.

BIOL 1011K. Introduction to Biology

An introduction to fundamental unifying principles in biology. Topics covered in the course include: chemistry of life, cell structure and membranes, cellular functions (metabolism, respiration, photosynthesis, communication, and reproduction), genetics (inheritance patterns, DNA structure and function, gene expression, and biotechnology), and evolution. This course involves both lecture and lab components. For additional course information, visit <http://ecore.usg.edu/courses/description.php>

BIOL 1107L. Principles of Biology Lab I

This course is the principles of biology lab for science majors accompanying BIOL 1107. It covers the scientific method, enzymes, protein structure, microscopes and cells, diffusion and osmosis, cellular respiration and fermentation, photosynthesis, mitosis and meiosis, Mendelian genetics, introductory molecular biology, and gene expression.

BIOL 1108L. Principles of Biology Lab II

This course is the principles of biology lab for science majors accompanying BIOL 1108. It covers the scientific method, experimental design, model organisms, and vertebrate anatomy.

BIOL 1111L. Intro to Biology Laboratory

Laboratory accompanying BIOL 1111.

BIOL 1151L. Human Anatomy & Phys. Lab I

Laboratory accompanying BIOL 1151

BIOL 1152L. Human Anatomy & Phys Lab II

Laboratory accompanying BIOL 1152.

BIOL 2250L. Microbiology for Hlth. Sci.Lab

Laboratory accompanying BIOL 2250.

BIOL 3200L. Cell and Molecular Biology Lab

In this laboratory, students will perform laboratories relating to concepts in molecular biology. They will learn and apply laboratory techniques to analyze DNA and proteins. The class will emphasize inquiry-based learning, collaboration, and communication. There will also be multi-week projects that relate to the impact of biology on society.

BIOL 3250L. Introductory Microbiology Lab

Laboratory experiences which address topics including, sterile technique, microscopy, identification of micro-organisms, microbial metabolism, and microbial genetics.

BIOL 3320L. Invertebrate Zoology Lab

Students will study live and preserved invertebrate organisms, as well as models and/or prepared microscope slides. Activities will include lab experiments, dissections, and other activities covering different invertebrate phyla.

BIOL 3340L. Entomology Lab

This lab covers insect taxonomy, evolution, physiology, medicinal use and generation of museum-quality insect collection.

BIOL 3500L. Ecology Laboratory

Laboratory to accompany BIOL 3500, Ecology.

BIOL 3650L. Comparative Vert Anatomy Lab

Laboratory accompanying BIOL 3650.

BIOL 3700L. Plant Physiology Lab

Plant Physiology Laboratory will be a hands-on exploration of plant physiological processes, stress physiology, plant metabolites, and the interactions between plants and their environment.

BIOL 3760L. Plant Biology Lab

Plant Biology Laboratory will be a hands-on exploration of basic plant anatomy, morphology, and physiology. The course will also explore plants as food and medicine to how they form the foundation of our ecosystems.

BIOL 4100L. Animal Physiology Lab

This laboratory course is complementary to the Animal Physiology lecture course, and allows students to perform lab exercises that reinforce basic and fundamental principles of physiology that are discussed in lecture. Course modules will include exercises that examine cell physiology, muscle physiology, cardiovascular physiology, respiratory system, and nervous system.

BIOL 4202L. Biotechnology Laboratory

An experiment-based course in which students use DNA technology to explore topics such as DNA fingerprinting, cloning, DNA amplification, genetic therapies, sex determination, inheritance and paternity, and human genetic disease.

BIOL 4325L. Parasitology Lab

This lab covers basic principles of parasitism, parasite morphology, parasite life cycles, and ever-reaching influence to humans and other vertebrates.

BIOL 4620L. Applied and Environ Micro. Lab

Laboratory exercises focus on microbial growth, interactions between microorganism, microbial community analysis, impacts of environmental factors on microbial communities and use in industrial applications such as food production and sewage treatment.

BIOL 4999A. Senior Evaluation

The purposes of this class are to assess the biology degree program and to assist students in seeking employment or further schooling. Students are required employment or further schooling. Students are

required to attend three class meetings. Students will participate in a seminar on how to prepare for job searches and graduate and/or professional school. Students will complete a series of surveys to assess the quality of the biology degree program. Students will take a two-hour standardized subject test in biology to assess their knowledge in biology. Students will also participate in an individually scheduled senior exit interview. A fee is required to pay for the standardized exam. Current fee is \$26.

BIOL 4999B. Senior Evaluation

The purposes of this class are to assess the biology degree program and to assist students in seeking employment or further schooling. Students are required to attend two class meetings. Students will participate in a seminar on how to prepare for job searches and graduate and/or professional school. Students will complete a series of surveys to assess the quality of the biology degree program. Students will also participate in an individually scheduled senior exit interview.

BLAW 2106. Legal Environment of Business

An introduction to the legal, regulatory, political, social, ethical, culture, environmental, and technological issues which form the context for business. The course will include an overview of the impact of demographic diversity on organizations.

BLAW 3370. Intermediate Business Law

A study of legal aspects of contracts, sales contracts, negotiable instruments agency, partnerships, corporations, and property for the purpose of expanding the students understanding of the legal rights and liabilities in the ordinary course of business.

BUSA 1105. Introduction to Business

This course assists students to understand the relationships of the various business disciplines. Topics covered include economic environment, global competition, entrepreneurship, general and human resources management, marketing, accounting, finance, and business careers. In order to foster students' ability to think critically, this course emphasizes an integrated approach that provides opportunities for study of the synergy among various business functions.

BUSA 3101. Business Statistics

Application of statistical techniques to business problems. Includes descriptive statistics, business forecasting, statistical inference, and regression. Computer software used in this course.

BUSA 3700. Bus. Ethics/Corp. Social Resp.

This case study course requires students to analyze a variety of complex business situations and to form and justify plausible decision alternatives that reflect ethical concepts, concern for multiple stakeholder groups, and a range of decision-making criteria, processes, and outcomes.

BUSA 3800. Selected Topics in Business

An examination of selected topics pertinent to the field of business.

BUSA 4850. Internship/Cooperative Educati

Individually designed learning program involving field experience in private or public sector. Program of study and student supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

BUSA 4851. Internship/Cooperative Educati

Individually designed learning program involving field experience in private or public sector. Program of study and student supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

BUSA 4852. Internship/Cooperative Educati

Individually designed learning program involving field experience in private or public sector. Program of study and student supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

BUSA 4900. Indep. Study/Directed Research

Special work arranged in consultation with instructor. Requires approval of the Dean or Associate Dean.

BUSA 4901. Indep. Study/Directed Research

Special work arranged in consultation with instructor. Requires approval of the Dean or Associate Dean.

BUSA 4902. Indep. Study/Directed Research

Special work arranged in consultation with instructor. Requires approval of the Dean or Associate Dean.

BUSA 5000. Fnds. of Quantitative Methods

This foundation course provides an introduction to statistical concepts and how to apply them to solve business problems. 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.

BUSA 5100. Core Concepts Quatn Methods

This course includes an overview of fundamental analytical techniques and how they apply in business. It includes examples on contribution margin, portfolio analysis, and sales volume mix. The course also reviews the basic concepts and techniques in Statistics. Some of the topics covered include: defining statistics; collecting, organizing, handling, displaying, describing and interpreting data; measures of central tendency and variation (measures of location and dispersion); probability theory; discrete and continuous probability distributions; the Central Limit Theorem and sampling; confidence intervals; hypothesis testing; and regression analysis.

BUSA 5120. Special Topics in Business

Selected advanced topics in current business trends. This course will be offered as fits the needs and interests of the student and faculty.

BUSA 6103. Sports and Entertainment Econ

Economic and analytical tools are used to explore a wide variety of issues for the sports and entertainment industry. In the entertainment industry, this includes a discussion of the economics of various forms of media including movies, cable, and music. Then the economic issues of casinos and amusement parks will be examined. After reviewing these subjects we move to study both professional and collegiate sports events and characteristics.

CHEM 1151. Survey of Chemistry I

First course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health science majors (this course is also opened to non-science majors). Topics to be covered include elements and compounds, chemical equations, nomenclature, and molecular geometry.

CHEM 1152. Survey of Chemistry II

Second course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health science majors (This course is also open to non-science majors).

CHEM 1211. Principles of Chemistry I

First course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include composition of matter, stoichiometry, periodic relations, and nomenclature. High School Chemistry is required for this course. Students who have not taken Chemistry in High School, and who desire to take CHEM 1211, must first take and pass CHEM 1151 and CHEM 1151L.

CHEM 1212. Principles of Chemistry II

Second course in a two-semester sequence covering the fundamental principles and applications of chemistry for science majors.

CHEM 1500. Freshman Chemistry Seminar

The first of four chemistry seminars. Emphasis will be placed on laboratory safety, professional development, and the chemistry

curriculum. Attendance at some department and/or university events will be required.

CHEM 2411. Organic Chemistry I

A study of the common classes of carbon compounds, including their physical and chemical properties, methods of preparation, and reactions utilizing modern theories of electronic structure and reaction mechanisms.

CHEM 2412. Organic Chemistry II

A continuation of CHEM 2411 which focuses on functional groups and their reactions.

CHEM 2500. Sophomore Chemistry Seminar

The second of four chemistry seminars. Emphasis will be placed on scientific ethics, science and society, and presentation of data. Attendance at some department and/or university events will be required.

CHEM 2811. Quantitative Analysis

This course intends to introduce the basics of analytical chemistry for students in STEM fields. The emphasis is to understand the theoretical aspects of quantitative analysis and develop problem-solving skills. In this course, students will learn how to apply the concepts of chemical reactivity and equilibrium from general chemistry in a quantitative fashion to the field of chemical analysis. In addition, students will learn how to design and conduct well-defined chemical analysis and present those results with a high level of scientific validity.

CHEM 3202. Introductory Biochemistry

An introduction to the chemistry of biological systems. Topics include proteins, enzymes, carbohydrates, lipids and metabolism pathways. A student may not receive credit for both CHEM 3202 and CHEM 4202.

CHEM 3210. Off-Campus Internship I

Internship program for selected students who perform supervised chemical work in conjunction with professionals at local government, academic or private institutions. Employers coordinate with the University to evaluate student performance in the workplace. Students will be assigned a grade of Satisfactory or Unsatisfactory after completion of the internship.

CHEM 3211. Off-Campus Internship II

Internship program for selected students who perform supervised chemical work in conjunction with professionals at local government, academic or private institutions. Employers coordinate with the University to evaluate student performance in the workplace. Students will be assigned a grade of Satisfactory or Unsatisfactory after completion of the internship.

CHEM 3220. On-Campus Internship I

This is an internship program for selected students who will perform supervised work related to chemistry and/or pedagogy in conjunction with chemistry faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

CHEM 3221. On-Campus Internship II

This is an internship program for selected students who will perform supervised work related to chemistry and/or pedagogy in conjunction with chemistry faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

CHEM 3222. Off-Campus Internship

Internship program for selected students who perform supervised chemical work in conjunction with professionals at local government, academic or private institutions. Employers coordinate with the University to evaluate student performance in the workplace. Students will be assigned a grade of Satisfactory or Unsatisfactory after completion of the internship.

CHEM 3223. On-Campus Internship

This is an internship program for selected students who will perform supervised work related to chemistry and/or pedagogy in conjunction with chemistry faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

CHEM 3224. Introductory Research

This course is a supervised introductory research experience with Chemistry faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

CHEM 3230. Introductory Research I

This course is a supervised introductory research experience with Chemistry faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

CHEM 3231. Introductory Research II

This course is a supervised introductory research experience with Chemistry faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

CHEM 3232. Introductory Research III

This course is a supervised introductory research experience with Chemistry faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other CSU faculty.

CHEM 3311. Inorganic Chemistry

A study of inorganic compounds and complexes through the use of topics such as the electronic structure of atoms and molecules, bonding, molecular symmetry, and coordination chemistry.

CHEM 3400. Survey of Physical Chemistry

A study of elementary physical chemistry introducing general concepts such as atomic structure, chemical bonding, spectroscopy, thermodynamics (ideal and real gases, chemical equilibria), and chemical kinetics (rates of reactions and transport properties of materials). This is a non-calculus based physical chemistry course.

CHEM 3411. Physical Chemistry I

A study of physical chemistry including topics in thermodynamics (ideal and real gases, chemical equilibria), chemical kinetics (rates of reactions, transport properties of materials) and liquid and solid state theory.

CHEM 3412. Physical Chemistry II

A study of the principles of quantum mechanics and its applications to chemical systems. Solutions of Schrodinger equation for simple systems, perturbation theory, one-electron atom, spin and relativistic effects, multi-electron atoms, chemical bonding and spectroscopy will be discussed.

CHEM 3500. Junior Chemistry Seminar

The third of four chemistry seminars. Emphasis will be placed on career planning and scientific writing. Attendance at some department and/or university events will be required.

CHEM 3811. Analytical Chemistry

The study of classical quantitative determination methods, including volumetric and gravimetric analyses, equilibrium calculations, acid-base chemistry, and electrochemistry.

CHEM 4110. Environmental Chemistry

A study of the chemistry of our environment. Topics typically include air and water pollution, pharmaceuticals, plastics, bioenergetics, thermodynamics of life, and nuclear power.

CHEM 4201. Advanced Organic Chemistry

Advanced concepts in organic chemistry, including conjugated systems, cycloaddition reactions, molecular orbital theory, heterocyclic chemistry, enolate chemistry, and organic polymers. Additional topics will reflect the needs and interests of the students and faculty.

CHEM 4202. Biochemistry I

A study of the chemistry of biological systems. Topics typically include proteins, enzymes, carbohydrates, lipids and metabolism pathways.

CHEM 4203. Biochemistry II

An extended study of metabolic pathways involving carbohydrates, lipids, amino acids, and nucleotides. Nucleic acids and hormonal regulation will also be addressed.

CHEM 4204. Forensic Chemistry

The study of the chemistry and laboratory techniques used in forensic chemistry. Topics typically include the legal aspects of physical evidence collection and analysis, statistical analysis of data, drug analysis, forensic toxicology, explosives and arson residue analysis, glass analysis, fiber and paper analysis, paint and ink analysis, and gunpowder residue analysis. Various laboratory instruments and procedures will also be covered including mass spectrometry, infrared spectroscopy, UV-VIS spectroscopy, Raman spectroscopy, atomic absorption, immunoassay, chromatography, microspectrophotometry, and microscopy (light, polarized light, comparison, stereoscopic, scanning electron).

CHEM 4205. Medicinal Chemistry

A study of medicinal chemistry and the underlying principles of organic chemistry. Topics will include drug delivery, anesthetics, structure/function relationships, receptor theory, neurotransmitters, synthesis of various tranquilizer classes, synthesis of antidepressants, enzyme inhibition, antibiotics, and non-steroidal anti-inflammatory drugs (NSAIDs).

CHEM 4206. Polymer Chemistry

An overview of the function, synthesis, properties, and characterization of polymers. Topics include structure determination, formation and degradation reactions, molecular weight determination, physical states and transitions, mechanical properties, and spectroscopic characterization techniques.

CHEM 4207. Electrochemistry

Electrochemistry is a one-semester elective course for science majors covering the study of relations between chemical reactions and electricity. Major topics include electrode potentials & the Nernst equation, electrode reactions, voltammetry, amperometry, and electrochemical sensors.

CHEM 4208. Food Chemistry

An overview of the major reactions occurring in food preparation and preservation. Major food categories may include milk products, baking, meats, fermentation, and candy making.

CHEM 4209. Color Chemistry

An advanced topics chemistry course dealing with the chemistry of dyes and pigments. The relationship between electronic and physical structure and optical properties of materials is explored. Attention is given to the nature of color, human perception of color, generation of

color in conjugated dyes and structural pigments, applications of dyes and pigments, and characterization of such materials.

CHEM 4222. Chemistry Research Practicum

Research experience for students in Chemistry. Practicum assignments must be approved by the student's major advisor and the Chemistry faculty.

CHEM 4230. Chemistry Research Practicum I

Research experience for students in Chemistry. Practicum assignments must be approved by the student's major advisor and the Chemistry faculty.

CHEM 4231. Chemistry Research Pract II

Research experience for students in Chemistry. Practicum assignments must be approved by the student's major advisor and the Chemistry faculty.

CHEM 4232. Chemistry Research Pract III

Research experience for students in Chemistry. Practicum assignments must be approved by the student's major advisor and the Chemistry faculty.

CHEM 4301. Inorganic Chemistry

A study of inorganic chemistry. Topics typically include atomic structure, ionic bonding, lattice energy, valence bond theory, molecular orbital theory, coordination chemistry, nomenclature, reaction mechanisms, and an introduction to group theory.

CHEM 4302. Solid State Chemistry

An advanced topics chemistry course dealing with materials and bonding in the solid state. The relationship between electronic structure and crystal structure is developed. Attention is given to characterization of atomic and molecular arrangements in crystalline and amorphous solids, metals, ceramics, semiconductors, and polymers.

CHEM 4311. Advanced Inorganic Chemistry

A study of the molecular structure and properties of inorganic compounds and complexes such as bonding; the relationship between electronic structure, molecular symmetry, and spectroscopy; and inorganic reaction mechanisms. The broader ideas of catalysis and organometallic chemistry will also be introduced.

CHEM 4411. Biophysical Chemistry

The study of thermodynamics, transport phenomena, and spectroscopic methods as they relate to biological systems.

CHEM 4412. Computational Chemistry

An advanced topics chemistry course designed to introduce the field of computational chemistry methods. Quantum mechanical and molecular mechanics methods will be studied. Students will take part in hands-on learning through the use of computational chemistry software.

CHEM 4413. Qual Assurance & Qual Control

QA/QC is a one-semester elective course covering the skills needed to assess how products and materials perform throughout manufacturing, processing and shipping, ways of assessing how products function in the marketplace, strategies for fixing quality issues, and methods of analyzing end-user satisfaction. Major topics include personnel and training, validation of analytical procedures, standard operating procedures (SOPs), good manufacturing practices (GMPs), and report writing.

CHEM 4500. Senior Chemistry Seminar

The fourth of four chemistry seminars. Emphasis will be placed on reading the chemical literature and presentation skills. Attendance at some department and/or University events will be required.

CHEM 4700. Special Topics in Chemistry

Selected advanced topics of current interest in chemistry. This course will be offered as fits the needs and interests of the students and faculty.

CHEM 4701. Special Topics in Chemistry II

Selected advanced topics of current interest in chemistry. This course will be offered as fits the needs and interests of the students and faculty.

CHEM 4702. Special Topics Chemistry III

Selected advanced topics of current interest in chemistry. This course will be offered as fits the needs of the students and faculty.

CHEM 4811. Instrumental Analysis

Theoretical principles and uses of modern instrumental methods covering: spectroscopy, electroanalysis, and chromatographic separations.

CHEM 4812. Spectroscopy

Applied spectroscopy theory and application of 1D- NMR, 2D-NMR, mass spectrometry, and infrared spectroscopy in the determination of organic structures.

CHEM 4900. Biocomputing

The human genome project and the web revolution present new challenges and opportunities for biologists and biochemists. The only way to deal effectively with the information explosion in biology and related disciplines is to use computers. Students in this course will use computer applications to search databases, perform calculations, and develop models concerning biological problems. This course is considered a capstone course for the biology degree program. A student may not receive credit for both BIOL 4900 and CHEM 4900.

CHEM 1151L. Survey of Chemistry Lab I

Laboratory accompanying CHEM 1151.

CHEM 1152L. Survey of Chemistry Lab II

Laboratory accompanying CHEM 1152.

CHEM 1211K. Principles of Chemistry I

First course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include composition of matter, stoichiometry, periodic relations, and nomenclature. Laboratory exercises supplement the lecture material. For additional course information, visit <http://ecore.usg.edu/courses/description.php>. This course is taught on-line only through eCore. It is not available on campus.

CHEM 1211L. Principles of Chemistry Lab I

Laboratory accompanying 1211.

CHEM 1212K. Principles of Chemistry II

Second course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Laboratory exercises supplement the lecture material. For additional course information, visit <http://ecore.usg.edu/courses/description.php>

CHEM 1212L. Principles of Chemistry Lab II

Laboratory accompanying CHEM 1212.

CHEM 2411L. Organic Chemistry Laboratory I

Laboratory accompanying CHEM 2411.

CHEM 2412L. Organic Chemistry Lab II

Laboratory accompanying CHEM 2412.

CHEM 2811L. Quantitative Analysis Lab

This lab course emphasizes the application of topics and theory covered in the lecture course (CHEM 2811). It introduces students to methods of chemical analysis through wet chemical techniques including quantifying analytes of interest. Topics covered include laboratory techniques of volumetric, gravimetric, elementary instrumental chemical analyses, uses of laboratory equipment/glassware, and basic statistical analysis.

CHEM 3202L. Biochemistry Laboratory I

An introduction to modern biochemical techniques. Experiments may include methods for protein, nucleic acid, carbohydrate, and lipid

isolation and characterization, enzyme kinetics, spectroscopy, chromatography, and electrophoresis.

CHEM 3311L. Inorganic Chemistry Laboratory

A laboratory course that accompanies Chem 3311 and focuses on the synthesis, purification, and characterization of inorganic compounds and complexes.

CHEM 3400L. Physical Chemistry Lab I

Laboratory methods in elementary physical chemistry that introduce general concepts.

CHEM 3411L. Physical Chemistry Laboratory

Laboratory methods in physical chemistry.

CHEM 3412L. Physical Chemistry Lab II

Laboratory methods in physical chemistry.

CHEM 4202L. Biochemistry Laboratory

An introduction to modern biochemical techniques. Experiments may include methods for protein, nucleic acid, carbohydrate, and lipid isolation and characterization, enzyme kinetics, spectroscopy, chromatography, and electrophoresis.

CHEM 4203L. Biochemistry Laboratory II

A continued study and application of modern biochemical techniques. Experiments may include methods for protein, nucleic acid, carbohydrate, and lipid isolation and characterization, enzyme kinetics, spectroscopy, chromatography, and electrophoresis.

CHEM 4401L. Advanced Lab I: Organic Synth.

A laboratory course involving a series of multipart experiments designed to solve realistic applied problems and build upon the chemical principles and experimental techniques introduced in earlier laboratories. This laboratory focuses on the synthesis, purification, and characterization of organic molecules using a variety of advanced techniques.

CHEM 4402L. Advanced Lab II: Biochemistry

A laboratory course involving a series of multipart experiments designed to solve realistic applied problems and build upon the chemical principles and experimental techniques introduced in earlier laboratories. This laboratory focuses on the isolation and characterization of biological molecules using a variety of advanced techniques.

CHEM 4403L. Advanced Lab III: Inorganic

A laboratory course involving a series of multipart experiments designed to solve realistic applied problems and build upon the chemical principles and experimental techniques introduced in earlier laboratories. This laboratory focuses on synthesis, purification, and characterization of inorganic molecules using a variety of advanced techniques.

CHEM 4811L. Instrumental Analysis Lab

The use of modern instrumental techniques for qualitative and quantitative determination of substances.

CHEM 4999A. Senior Evaluation

The purpose of this class is to assess the chemistry degree program. Students will complete a series of surveys to assess the quality of the chemistry degree program. Students will also take a standardized subject test in chemistry to assess their content knowledge. This class should be taken in the last semester prior to graduation. Students enrolled in this class will have completed all chemistry coursework at the 2000-level and above at Clayton State University.

CHEM 4999B. Senior Evaluation

The purpose of this class is to assess the chemistry degree program. Students will complete a series of surveys to assess the quality of the chemistry degree program. Students will also take a standardized subject test in chemistry to assess their content knowledge. This class should be taken in the last semester prior to graduation. Students should enroll in this class if they have completed any chemistry

coursework at the 2000-level and above at an institution other than Clayton State University.

CMS 2010. Introduction to Media Studies

This course offers an overview of the cultural, social, political, and economic impact of mediated communication. Topics include the nature and function of media, core media institutions, and media in transition. Students will analyze media critically, including the contemporary mediascape, and develop a historical perspective on major media forms.

CMS 2100. Introduction to Film

A humanities-based approach to cinema as an art form, this course introduces the basic elements of motion-picture form: camerawork, editing, narrative, sound, and mise-en-scene. The course also locates contemporary filmmaking within historical and international contexts. Attendance is required for weekly out-of-class screenings.

CMS 2410. Digital Imaging I

Introduction to camera-based imaging and editing. Students learn basic composition and lighting techniques and process photographs for print, television, and internet distribution.

CMS 3020. Research Methods

This course provides CMS majors with the necessary skills to conduct independent, primary, interdisciplinary research in Media Studies and Cultural Studies. Students learn a variety of humanistic and social-scientific methodologies, which may include some or all of the following: in-depth interviewing, focus groups, archival research, content analysis, semiotics and textual analysis. Students choose an appropriate media topic to study through a variety of research modes and methods over the length of the semester. Open to students who have been admitted to the Communication and Media Studies (CMS) minor or BA programs.

CMS 3101. Media and Culture

An introduction to humanities-based approaches to the study of media and culture. Theories of textual and visual signification are introduced, including the contributions of discursive contexts and audience expectations. The class considers questions of taste, quality, and cultural identity, particularly as applied to contemporary and emerging media technologies.

CMS 3110. Media Industries

Study of film, broadcast, print, and Internet industries, explaining how these industries work in the corporate world.

CMS 3200. History of Communication

A chronological survey of major types of media and human communication, from pre-history through the present day, focusing upon the interrelationships between communication media and their larger social and cultural contexts. The history of communication leading to English-language media is the main focus, but comparisons and contrasts with other world communication systems will also be explored. Recommend: Completion of Areas C and E.3 (preferably HIST 1110).

CMS 3340. National Cinemas I

This course closely studies the development of a specific national or regional cinema in terms of its aesthetic, theoretical, and socio-political dimensions. Topics range from the study of a historical period (the Russian silent era, for example), to an in-depth analysis of a single movement (The French New Wave), to the conceptualization of a specific national or regional cinema (e.g., Japanese, Indian, French, Mexican, Canadian, African, New Zealand, etc.).

CMS 3341. National Cinemas II

This course closely studies the development of a specific national or regional cinema in terms of its aesthetic, theoretical, and socio-political dimensions. Topics range from the study of a historical period (the Russian silent era, for example), to an in-depth analysis of a single movement (The French New Wave), to the conceptualization of a specific national or regional cinema (e.g., Japanese, Indian, French, Mexican, Canadian, African, New Zealand, etc.).

CMS 3342. National Cinemas III

This course closely studies the development of a specific national or regional cinema in terms of its aesthetic, theoretical, and socio-political dimensions. Topics range from the study of a historical period (the Russian silent era, for example), to an in-depth analysis of a single movement (The French New Wave), to the conceptualization of a specific national or regional cinema (e.g., Japanese, Indian, French, Mexican, Canadian, African, New Zealand, etc.).

CMS 3400. Communication Law

This course is designed to give students an understanding of pertinent constitutional, statutory, common, equity and regulatory laws as they relate to mass media, and to provide students with a basic understanding of how existing laws control the operation of mass media. Students will be encouraged to express their views about these laws and their impact on communication within our society.

CMS 3410. Lighting for Motion Pictures

This studio course introduces the aesthetic conventions and technical skills of motion-picture lighting, including instruments, equipment, and techniques used for in-studio and on-location settings. Students will learn the process behind production lighting and demonstrate the ability to achieve a professional-quality video image.

CMS 3420. Audio Recording & Sound Design

This studio course introduces the aesthetic conventions and technical skills of recorded sound. Assignments include field recording for audio media (e.g. radio and podcasting) and video, along with post-production sound design for moving images, including the preparation of dialog, sound effects, and music tracks.

CMS 3500. Writing & Editing - Mass Media

A course in writing and editing for mass audiences, including print, broadcast, and Internet Journalism. Emphasis on news gathering, public affairs reporting, and practical applications of journalistic techniques and genres.

CMS 3550. Introduction to Advertising

This course provides students with a comprehensive introduction to advertising as an industry, its history, evolution and cultural impacts. Students will study theories of advertising, the advertising agency and the roles and responsibilities of its personnel. Students will also learn production techniques and the relationships among the advertising agency, the client, and the media.

CMS 3560. Introduction to Public Relations

This course provides students with a detailed introduction to public relations, including its historical origins, and its distinctions from advertising. Students will study theories of the public and public relations theory, while learning the many roles of the public relations practitioner and of the public relations agency. Through case studies students will examine the legal and ethical concerns of P.R., while studying the press release, newsletter, and personal appearances.

CMS 3600. Introduction to Broadcasting

This course provides students with an understanding of the operations and functions of radio and television broadcasting in both America and in other countries. Students will learn how broadcasting and the electronic media operate including programming, production and distribution, networks, local stations, advertising and promotion, audience ratings and new technologies.

CMS 3700. Corporate Communication Design

This course teaches students fundamental design skills which can be applied to advertising and publicity layout and production. Students learn the fundamentals of color theory and software applications along with design techniques used in the representation of corporate entities in the production of print ads; logos and corporate identities; online ads, and/or newsletters. Students will also learn the role and responsibilities of designers within the advertising industry.

CMS 3710. Writing for Digital Media

An advanced writing course that examines dispersed computer networks as new media forms. The course begins with a survey of the aesthetic, historical, and theoretical contexts that shape communication using digital media. It then offers hands-on experience in the development of hypertext and multimedia documents. Recommended: ITSK 1401 or equivalent knowledge of Hypertext Markup Language (HTML).

CMS 3720. New Media Design

A studio course that focuses on aesthetic and communicative applications of graphic, streaming, and interactive digital media. Class projects will result in a portfolio of work integrating sound, typography, photo illustration, and moving images.

CMS 3810. Women and Popular Culture

This course explores how women are represented in American popular culture, and how popular culture shapes our common sense notions regarding women, men, and our gender-specific roles in society. We will consider what types of images we see and hear in various forms of popular culture, including Hollywood movies, fashion magazines, television, advertising, music and popular health. We will then question how we learn to respond to and interpret these messages. Throughout our course we will study how pop cultural texts work to create meanings and how we can become critical consumers of those messages.

CMS 3820. Screenwriting

In this course, students will study the mechanics of screenwriting. The course explores dramatic structure including film language, story, and character development. Students will analyze and apply various techniques in writing for the screen.

CMS 3901. Internship/Practicum for CMS I

This course is the principal experiential learning component of the Communication and Media Studies degree program. The placement site will be in a professional communication, performance, or other media environment related to the career interests or goals of the individual student. Students must coordinate their placements both with their desired internship/practicum sites and with the CSU Office of Experiential Learning. Placement opportunities outside the U.S. are encouraged. Enrollment is limited to students majoring in Communication and Media Studies and also requires program approval.

CMS 3902. Intern: Training & Instruction

This course offers Communication and Media Studies students an additional experiential-learning opportunity that may be completed in addition to the required internship, CMS 3901. The course involves supervised work in teaching, training, and/or tutoring related to the career interests or goals of the individual student. Enrollment is limited to students majoring in Communication and Media Studies and also requires program approval.

CMS 3903. Advanced Media Production

This course offers Communication and Media Studies students an additional experiential-learning opportunity that may be completed in addition to the required internship, CMS 3901. The course involves supervised work in advanced media production related to the career interests or goals of the individual student. Enrollment is limited to students majoring in Communication and Media Studies and also requires program approval.

CMS 3911. Internship/Practicum in CMS II

This course is the principal experiential learning component of the Communication and Media Studies degree program. The placement site will be in a professional communication, performance, or other media environment—either on- or off-campus, as appropriate—related to the career interests or goals of the individual student. Students must coordinate their placements both with their desired internship/practicum sites and with the Clayton State Office of Experiential Learning. Placement opportunities outside the U.S. are encouraged. Enrollment is limited to students majoring in Communication and Media Studies and also requires program approval.

CMS 3921. Internship/Prac in CMS III

This course is the principal experiential learning component of the Communication and Media Studies degree program. The placement site will be in a professional communication, performance, or other media environment—either on- or off-campus, as appropriate—related to the career interests or goals of the individual student. Students must coordinate their placements both with their desired internship/practicum sites and with the Clayton State Office of Experiential Learning. Placement opportunities outside the U.S. are encouraged. Enrollment is limited to students majoring in Communication and Media Studies and also requires program approval.

CMS 4310. Film Analysis and Criticism

This course continues the humanities-based approach to cinema begun in Introduction to Film, now in a writing-intensive format. Through weekly writing assignments students master the analysis of motion-picture form, including camerawork, editing, narrative, sound, and mise-en-scene. The course also considers multiple approaches to film theory and criticism within historical and international contexts. Attendance is required for weekly out-of-class screenings.

CMS 4320. Women and Film

This course explores the role of women in cinema as on-screen representation, as spectators, and as filmmakers. We will study selected films and readings particularly in light of women's gender, class, race, and sexuality.

CMS 4330. Film Genres I

An analysis of specific genres of American and international cinema, focusing on the conventions and icons of those genres and examining significant films within them.

CMS 4331. Film Genres II

An analysis of specific genres of American and international cinema, focusing on the conventions and icons of those genres and examining significant films within them.

CMS 4332. Film Genres III

An analysis of specific genres of American and international cinema, focusing on the conventions and icons of those genres and examining significant films within them.

CMS 4340. Television Criticism

This course teaches students to analyze television programming using such methods as genre criticism, ideological criticism, auteurs criticism, semiotics and cultural studies and instructs them in the important elements of television production, including narrative structure, cinematography, editing, sound and acting.

CMS 4410. Digital Video Production

An introduction to the three phases of digital video creation: pre-production, production, and post-production. Students will be required to attend events (e.g., video shoots) scheduled outside of regular class hours.

CMS 4450. Digital Video Post-Production

Through lectures, demonstrations, and hands-on exercises, students master the basic terminology, and skills of digital post production, with an emphasis on nonlinear video editing. Fundamentals of visual storytelling-including continuity, pacing, and dramatic structure-are emphasized.

CMS 4490. Modes of Video Production I

This studio course in digital video production investigates modes of digital production, including fiction, documentary, experimental, personal narrative, web video, and interactive media, teaching fundamental terms and concepts while providing students with hands-on hardware and software skills. Students will be required to attend events (e.g. video shoots) scheduled outside of regular class hours.

CMS 4491. Modes of Video Production II

This studio course in digital video production investigates modes of digital production, including fiction, documentary, experimental, personal narrative, web video, and interactive media, teaching fundamental terms and concepts while providing students with hands-on hardware and software skills. Students will be required to attend events (e.g. video shoots) scheduled outside of regular class hours.

CMS 4492. Modes of Video Production III

This studio course in digital video production investigates modes of digital production, including fiction, documentary, experimental, personal narrative, web video, and interactive media, teaching fundamental terms and concepts while providing students with hands-on hardware and software skills. Students will be required to attend events (e.g. video shoots) scheduled outside of regular class hours.

CMS 4500. Global Contexts in C.M.S.

This course focuses on the roles played by media in processes of cultural and economic globalization.

CMS 4560. Public Relations Prin. & Prac.

A study of advertising and public relations theories and practices with emphasis on communication strategy and creative practices behind the delivery of advertising and public relations messages to target audiences.

CMS 4580. Crisis & Change Communication

Introduction to crisis and change communication and application, covering crisis communication theory, management approaches during corporate changes, and the influence of culture on crisis and change communication.

CMS 4610. Social Media

This course focuses on emerging definitions, theories, and practices of social media. It surveys different platforms and investigates contemporary uses of social media by individuals and institutions. In addition, it includes hands-on experience and production techniques using selected platforms.

CMS 4650. Audio Podcasting

Introduction to the technical and creative skills necessary for producing high quality serial asynchronous audio programming (podcasts). Topics include: audio recording and editing, copyright, voice training, interviewing, writing for spoken communication, narrative structure, and musical arrangement. Over the course of the semester, students will produce their own podcasts.

CMS 4800. Selected Topics in CMS I

Seminar in Communication and Media Studies topics.

CMS 4801. Selected Topics in CMS II

Seminar in Communication and Media Studies topics.

CMS 4802. Selected Topics in CMS III

Seminar in Communication and Media Studies topics.

CMS 4810. Women and the Arts

In this course, we will explore the role of women as artists, spectators, and representations in the visual, literary, and performing arts. Our primary category of analysis in Women & the Arts is gender, the socially constructed and historically variable understanding of what it means to be a woman or man, but we will further consider how this category interacts with race, class, and sexuality in the arts. Likewise, a central idea in our class is that knowledge and images conveyed through artistic texts are not neutral; rather, the arts socialize and discipline us even as they entertain and enlighten us.

CMS 4820. Media, Rhet, & Social Move I

Considers the roles played by media and rhetoric in shaping the nature, development and impact of one or more social movements. Examines how communication and media have facilitated or hindered protest and reform in the United States and the world. Rotating topics.

CMS 4821. Media, Rhet, & Social Move II

Considers the roles played by media and rhetoric in shaping the nature, development and impact of one or more social movements. Examines how communication and media have facilitated or hindered protest and reform in the United States and the world. Rotating topics.

CMS 4822. Media, Rhet, & Social Move III

Considers the roles played by media and rhetoric in shaping the nature, development and impact of one or more social movements. Examines how communication and media have facilitated or hindered protest and reform in the United States and the world. Rotating topics.

CMS 4900. Directed Research in CMS

Independent study in Communication and Media Studies (credit varies). Prerequisite(s): Junior-level status and CMS Program permission.

CNET 3210. Advanced Routing

Students will learn how to implement enterprise class WANs with emphasis on utilizing OSPF, IS-IS, BGP, and policy-based routing. Students who have Cisco CCNA Certification may register for this course with approval of the instructor.

CNET 3220. Multi-Layer Switching

Students will explore many of the switching algorithms and strategies that are used to forward packets through multi-layer networks.

CNET 3230. Converged Wide Area Networks

Students will learn how to implement remote access networks, including VPNs, Frame Relay, and Broadband technology. Course requires CCNA certification or instructor permission.

CNET 4110. IP Telephony

This course will prepare the student to implement an IP Telephone solution. Topics covered will include the Public Switched Telephone Network (PSTN), Voice over IP (VoIP), Call Management, and Quality of Service (QoS) issues in both a wired and wireless infrastructure.

CNET 4210. Network Security/Firewalls

This course provides students with the fundamentals of design and implementation of a secure network infrastructure. The focus will be on designing, configuring, and testing router and firewall security.

CNET 4240. Optimizing Converged Networks

Students will explore troubleshooting of enterprise class networks and will focus on optimizing converged networks for IP Telephony and Quality of Service (QoS).

CNET 4250. Troubleshooting Converged Net.

In this course students will develop the knowledge and skills necessary to plan and perform regular maintenance on complex enterprise routed and switched networks and use technology-based practices and a systematic standards approach to perform network troubleshooting.

CNET 4310. Advanced Server Technology

This course provides students with an introduction to Server Virtualization, Storage Area Networks (SANs), and Load Balancing. Students who have Microsoft MCSA Certification may register for this course with permission of the instructor.

CNET 4800. Selected Topics in CNET

An exploration of selected topics and problems in the computer networking area under the guidance and supervision of a faculty member. Permission of Dean or Department Head required.

COMM 1001. Presentational Speaking

A course of instruction in the essentials of effective informative public speaking. The goal of the course is to help students develop credibility as speakers by gaining basic competence in the preparation and delivery of spoken reports or other informative presentations. (Not open to students enrolled in or with credit for COMM 1110).

COMM 1002. Presentation Applications

A course providing instruction and practice in the use of a variety of audio-visual media, including electronic media, often employed to

enhance speaking presentations in a variety of situations. (Not open to students enrolled in or with credit for COMM 1110).

COMM 1100. Human Communications

This course is a broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking. Students in this course will be expected to participate in discussions on a frequent basis, take 12 short online quizzes, complete a variety of unit assignments and take a proctored final exam.

COMM 1110. Public Speaking

A study of the fundamentals of effective speaking, with emphasis on preparation and delivery of spoken presentations to inform and persuade. Instruction in and assessment of speaking skills are based on the elements described by the CCSU. Communication outcome, focusing on the interrelationships among speaker, listener, situation, purpose, knowledge, organization, vocal and physical delivery, and language. Attention to group and inter-personal interaction is also included. Basic instruction is provided in preparing audio-visuals, including electronic media, to accompany end-of-semester presentations. (Not open to students with credit for COMM 1001 and COMM 1002 without permission of Humanities Department Head).

COMM 3010. Research & Design & Analysis

Research Design in Human Communication Survey of contemporary quantitative and qualitative methods used in the study of speech communication. Introduces students to the scientific method in areas of communication studies such as intrapersonal, interpersonal, public, small group, organizational, and nonverbal communication. Provides an introduction to interpretative methods such as participant-observation, symbolic interactionism, and ethnomethodology. Includes the analysis and evaluation of examples of communication research found in the speech communication literature.

COMM 3015. Research Design in Human Comm.

Survey of contemporary quantitative and qualitative methods used in the study of speech communication. Introduces students to the scientific method in areas of communication studies such as intrapersonal, interpersonal, public, small group, organizational, and nonverbal communication. Provides an introduction to interpretative methods such as participant-observation, symbolic interactionism, and ethnomethodology. Includes the analysis and evaluation of examples of communication research found in the speech communication literature.

COMM 3100. Professional Speaking

A study and application of principles of effective communication skills in a variety of business and other professional settings within multicultural and/or international contexts. Includes effective verbal, nonverbal, and persuasive strategies; listening competence; and group dynamics. This course is open to students from all majors.

COMM 3210. Communication Theory

Study of major theories of interpersonal, group and mass communication, including the hypodermic effect, group leader theory, social categories theory, and diffusion theory.

COMM 3300. Interpersonal Communication

This course is designed to help students develop effective interpersonal communication skills. Students can expect to learn the theories and concepts of interpersonal communication, and then apply them to "real world" situations. It is expected that students will develop proficiencies in dyadic interactions and their analysis. In other words, students should be able to evaluate and moderate their own behavior, and assess the skills of others. In this way, students develop skills and a critical mindset that can be applied when they venture into the workplace. Recommended completion of Area C and E.3.

COMM 3310. Communication in Context I

Provides an intensive investigation of communication as it occurs within specific contexts. Topics include computer-mediated communication, courtroom rhetoric, family communication, health communication, instructional communication, organizational

interviewing, political rhetoric, small group communication, and the rhetoric of social movements.

COMM 3311. Communication in Context II

Provides an intensive investigation of communication as it occurs within specific contexts. Topics include computer-mediated communication, courtroom rhetoric, family communication, health communication, instructional communication, organizational interviewing, political rhetoric, small group communication, and the rhetoric of social movements.

COMM 3312. Communication in Context III

Provides an intensive investigation of communication as it occurs within specific contexts. Topics include computer-mediated communication, courtroom rhetoric, family communication, health communication, instructional communication, organizational interviewing, political rhetoric, small group communication, and the rhetoric of social movements.

COMM 3330. Rhetorical Criticism

This course is designed to examine the theories, methods, and applications of rhetoric and rhetorical theory. This course will give students an introduction to the thinkers and movements in rhetorical history and examine rhetorical studies most significant to popular culture. This course includes the study of various rhetorical perspectives including Neo-Aristotelian, Narrative, Dramatistic, Feminist, Marxist and Media Effects perspectives.

COMM 3340. Persuasion

This course is designed to examine the theories, methods, applications and implications of persuasive communication. It includes the study of psychological and sociological aspects of persuasive communication by considering principles used in interpersonal, political, commercial and media contexts.

COMM 3420. Communication Theory

Study of major theories of interpersonal, group and mass communication, including the hypodermic effect, group leader theory, social categories theory, and diffusion theory.

COMM 3440. Communication Technologies

Study of design, development, and operation of technical systems used by business and industry to transmit and store information, for long-distance communication, and for asynchronous information exchange.

COMM 3460. Principles Project Management

This course introduces students interested in corporate communication to the process of developing a media package, concept generation for campaigns, following a production project from start to finish. Overview of audience and situation analyses, objectives, strategies, tactics, budgets, measurement. Consideration of corporate communication strategy from concept through production to evaluation.

COMM 3600. Democratic Deliberation

This course introduces students to the techniques used to promote local involvement in public affairs, resolve differences between groups, and reach public policy decisions that best accommodate the interests of all parties involved.

COMM 4020. Argumentation and Debate

This course develops students' research, critical thinking, and spoken communication skills by having them debate controversial social issues relevant to democratic societies. Students will learn to construct strong arguments for and against resolutions, identify logical fallacies, and cross-examine opponents.

COMM 4100. Organizational Communication

Organizational Communication introduces students to theories of management and communication. Students apply their knowledge of theory to real-world phenomena utilizing a case-study approach. This combination of theory and application develops knowledge and skills necessary for success in corporate communication environments.

COMM 4200. Nonverbal Communication

This course explores nonverbal communication in theory and practice; with emphasis on the types of nonverbal behaviors that communicate meaning and the functions those behaviors serve.

COMM 4210. Interracial Communication

This course explores cross racial, interracial, and intraracial communication in theory and practice, with emphasis on cultivating the communication tools necessary to successfully navigate through human interaction where race and ethnicity are concerned.

COMM 4510. Intercultural Communication

Intercultural Communication is a course dedicated to theories and practices of communicating across cultures. The students will learn how other cultures deal with conflict, context, and communication.

COMM 4600. Organizing for Social Change

This course provides students with the basic knowledge and skills necessary for grass roots organizing on social justice issues. It involves hands-on experience in organizing for social justice and in partnering with existing nonprofit organizations that promote direct action for the common good.

CRIT 1101. Critical Thinking

A course focusing on skills essential to effective critical thinking in both academic and general use. The study of important common components (issue, method, evidence, conclusion) provides a basis for the construction, analysis, and evaluation of arguments in a variety of contexts. The course also addresses fundamental elements of informal logic (e.g., induction, deduction, fallacy- avoidance) and of elementary formal logic (e.g., tests for validity) as they inform good reasoning in any context, from everyday decision-making to academic argumentation.

CRIT 1101H. Critical Thinking - Honors

A course focusing on skills essential to effective critical thinking in both academic and general use. The study of important common components (issue, method, evidence, conclusion) provides a basis for the construction, analysis, and evaluation of arguments in a variety of contexts. The course also addresses fundamental elements of informal logic (e.g., induction, deduction, fallacy- avoidance) and of elementary formal logic (e.g., tests for validity) as they inform good reasoning in any context, from everyday decision-making to academic argumentation. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

CRJU 1150. Intro to Criminal Justice

The course provides a foundation for understanding the Criminal Justice System. An overview of the criminal justice system, its history, philosophical background, and the process for achieving its goals will be discussed. Topics covered include the scope and nature of crime, the criminal justice process, the juvenile justice system, law enforcement, adjudication, corrections, and contemporary trends on the local and national levels.

CRJU 3100. Criminology

A study of the nature and scope of crime and delinquency with an emphasis on criminology theories and research. The course will introduce students to sociological and psychological explanations for criminal behavior and will allow students to use basic research methods to test theories and measure the incidence of crime in the United States and in other countries.

CRJU 3105. Criminological Theory

This course will offer an advanced study and critical appraisal of various theories of crime causation, including an examination of biological, psychological, economic and sociological perspectives on the etiology of crime.

CRJU 3110. Race and Crime

This course will examine how the issues of crime and justice are played out in the context of a diverse society. The course will consider

three major issues: 1) how the law affects and has affected different groups in American society; 2) the differential involvement in crime and the criminal justice system across groups; and 3) the differential responses of the justice system to various groups.

CRJU 3120. Crime as Entertainment

This course explores the depiction of crime and the criminal justice system in media with a specific emphasis on "old" entertainment media, and a primary emphasis on film and television. Particular focus will be placed on the entertainment media's role in shaping the general public's ideas of crime and justice. Issues of race, class and gender will also be explored in the context of entertainment media and crime.

CRJU 3140. Gender and Crime

This course explores the intersection between gender and crime by focusing on the experiences of women as crime victims, criminal offenders, and criminal justice professionals, experiences which are very often interrelated and overlapping. Such experiences can only be fully understood through careful examination of gender constructionism, women's historically disadvantaged status in a patriarchal society, and the multiple ways through which law, and the criminal justice system in particular, help maintain modern systems of patriarchy. Topics include gender inequality, social and cultural constructions of gender, women's sexualization and objectification, masculinities, gender differences in offending, and several specific to crime issues such as rape, domestic violence, and sexual harassment. The course encourages ideas and suggestions that can be put in place to end gender based inequality and crime, and to promote social justice.

CRJU 3200. Law Enforcement

A study of the philosophy and history of law enforcement at the federal, state, county and city levels. Also included is an introduction to contemporary policy organizations and methods of operation.

CRJU 3210. Criminal Investigations

A study of the organization and functions of investigative agencies and basic considerations in the investigation of crime. Topics covered include: the collection and preservation of physical evidence, elements of legal proof in the submission of evidence, sources of information, interview and interrogation techniques, uses of forensic sciences, and case and trial preparation.

CRJU 3220. Domestic Security

This course addresses issues related to domestic terrorism and violent extremist criminal activity, including detection and investigation, early interdiction and prevention, and readiness.

CRJU 3230. Criminal Justice Admin.

This course examines the theories of motivation, leadership, and organization in the police context. Police administrative and management functions are studied emphasizing personnel management and organizational change.

CRJU 3240. Community Policing

This course examines the relationship between law enforcement agents and the community they serve. Topics include regular and meaningful police involvement in the community, quality of life conditions, problem solving and coordination with community service organizations, and policing in a culturally diverse society.

CRJU 3250. Police Accountability

This course offers an overview of the policing profession with particular attention given to police accountability and professionalism. Specifically, this course will examine strategies used to promote ethical police behaviors and a principled police department culture. This class will also focus on common mechanisms and procedures used to limit and address police misconduct and analyze potential ramifications of police deviance.

CRJU 3280. Death Investigations

This course focuses on the common investigative procedures and techniques used by various personnel and agencies that conduct death-scene investigations.

CRJU 3300. Corrections

A study of the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of criminal offenders. Study will include the role of corrections as one of the three major components of the criminal justice system.

CRJU 3330. Community Corrections

This course explores the relationship between the correctional system, prisons, and the community. It examines the community-based alternatives to incarceration, including but not limited to probation and parole. It examines the historical development of major correctional programs based in the community, and explores the current vision of community corrections. Concepts and problems in administration, organization, investigation, and supervision are discussed. Selection and discharge processes will be examined.

CRJU 3340. Correctional Counseling

This course offers a study of correctional offender counseling and treatment. Particular attention will be given to the history corrections, the organizational structure of the correctional system, and the primary functions of the correctional system. This class will also examine the legal and philosophical basis for the case-management of convicted criminal offenders in the US criminal justice network.

CRJU 3343. Prin. of Public Administration

Public Administration examines the methods and procedures of governmental administration and the control of public bureaucracies in democratic societies.

CRJU 3400. Courts in the United States

This course offers a general understanding of the processes and functions of criminal court systems in the United States. The following topics will be examined: the historical development of criminal courts; different types of law; characteristics of federal and state courts; functions and responsibilities of prosecutors, defense attorneys, and judges; the criminal trial process; plea bargaining; sentencing options and decisions; and characteristics of appellate courts.

CRJU 3410. Survey-Criminal Law/Procedures

An overview of criminal law and of the fundamental elements of criminal procedures, including methods and rules of police investigation and arrest, adjudication, sentencing, and appellate review by higher courts.

CRJU 3420. Constitutional Law

A study of the application, interpretation, and enforcement of relevant constitutional law and related Supreme Court decisions to careers in public service.

CRJU 3500. Typologies of Crime

This course examines the nature and extent of three broad types of crimes: violent, property, and public order. Within each of these categories, we explore the major offenses committed (homicide, assault, robbery, carjacking, burglary, shoplifting, prostitution, and drug dealing) and variation in their commission.

CRJU 3510. Basic Data Recovery & Analysis

This course covers the collection and analysis of evidence from computer hardware. Topics covered in this course include evidence identification and extraction, hardware and software needed to do a seizure, how to recover erased files how to overcome encryption, and technology related legal issues.

CRJU 3600. Juvenile Justice

This course provides students with an in-depth view of the juvenile justice system in the United States focusing on crime patterns, police-juvenile relations, juvenile courts, and corrections practices.

CRJU 3700. Victimology

This course offer a multidisciplinary overview of criminal victimization including the legal and philosophical issues regarding victimization, social science research into victimization, theories of victimization, the

role of victims in criminal justice and legal system and the social and psychological impacts of victimization.

CRJU 3800. Restorative Community Justice

This course offers a critical examination of the historical and philosophical roots, and the principles and practices of an alternative model of justice broadly known as restorative community justice.

CRJU 4150. Crime Prevention

This course is designed to introduce students to the topic of crime prevention. Specifically, students will examine theories of crime prevention and focus on crime prevention strategies employed by various agencies to help reduce crime opportunities and the chances of victimization.

CRJU 4200. Criminal Justice Ethics

This course examines the ethical considerations facing the criminal justice practitioner. Topics include determining moral behavior, ethics and law enforcement, ethics and the courts, ethics and corrections, policy and management issues.

CRJU 4410. Comparative Criminal Justice

This course examines the criminal justice systems of six model nations. Topics include the discussion of legal families, political order, democracy, rule of law, crime control model, due process model and organizational systems theory of foreign criminal justice systems.

CRJU 4424. Judicial Process

Judicial process examines courts and judges as agents in the political system; focus is on the judicial decision-making process, with attention to psychological and other variables in that process. Relation to judicial process to legislative administrative and electoral process emphasized.

CRJU 4425. Capital Punishment

This course examines a range of issues concerning the death penalty as it is currently practiced in the United States. Topics include constitutional challenges to the death penalty, the role of judges, prosecutors and defense attorneys in implementing the death penalty, the process of jury selection and deliberation in capital cases, as well the many arguments for and against the death penalty.

CRJU 4426. Civil Liberties

Civil Liberties is an intensive study of the rights of Americans as guaranteed by the Constitution. The changing character of civil liberties problems in the United States will be stressed with attention given to the legal, historical and political context of the cases studied.

CRJU 4500. Sex Offenders

This course provides an overview of theoretical, treatment, and legal issues related to sex offenders and sexual deviance. Topics covered in this course include: Theoretical/explanatory models of sexual offending; typologies of sexual offenders; risk assessment; clinical treatment and management of sexual offenders; current sex offender legislation.

CRJU 4501. Research Methods & Policy Eval

Provides students with the basic research and analytical skills for the comparative study and evaluation of social issues and human behavior. An option for all middle level teacher education students with a major or minor concentration in social studies. A required or elective option for all students in baccalaureate programs.

CRJU 4510. Cybercrime Law & Investigation

This course explores advanced technical and legal issues for those who are proficient with the fundamentals of computer-based evidence. Topics include: large hard drives, new operating systems, advanced imaging, alternate media, transient data, Internet issues, and testimony.

CRJU 4520. Economic Crime Law & Invest.

This course is designed to prepare students with the skills necessary to detect, investigate, and prevent white collar crime. Included is an analysis of the legal issues related to fraud and other economic crimes,

and the organization of evidence in preparation of presenting a case for prosecution.

CRJU 4550. White Collar Crime

This course provides a general overview of the topic of white collar crime with a focus on the following topics: definitional dilemmas; occupational and corporate white collar crime; victims of white collar crime; the financial, social, human impact of white collar crime; theoretical explanations; and the regulation and punishments of white collar crime offenders.

CRJU 4601. Urban Life and Crime

This course introduces students to the various theoretical and practical issues associated with qualitative field research/ethnographic work in Criminal Justice and other Social Sciences. It also explores how field research may enhance our understanding of significant social behaviors and interactions.

CRJU 4700. Writing and Research in CRJU

This course provides an overview of the research writing process in subject areas central to the field of criminal justice. Students will learn the general format of academic research papers with particular attention given to generating ideas, critically thinking and reading, drafting and revising, research, documentation, and grammar processes. Students will also be required to make an oral and written presentation of their independent research.

CRJU 4800. Selected Topics-Crim. Justice

An exploration of contemporary topics and issues in the field of criminal justice.

CRJU 4900. Directed Study I

Directed study in criminal justice may be arranged in consultation with a faculty member and approved by the department chair.

CRJU 4901. Criminal Justice Internship I

A structured off-site experience in a supervised setting combined with scholarly research on a topic related to the internship experience. Requires approval of Instructor.

CRJU 4902. Criminal Justice Internship II

A structured off-site experience in a supervised setting combined with scholarly research on a topic related to the internship experience. Requires approval of Instructor.

CRJU 4903. Directed Study II

A continuation of directed study in criminal justice may be arranged in consultation with a faculty member and approved by the department chair.

CRJU 5000. Principles of Justice

Overview of the U.S. criminal justice system, its fundamental components, and the interrelationships among crime, law, police, courts, and corrections.

CRJU 5001. Professional Communication

This course provides new graduate students with an introduction to effective communication strategies. Topics include oral and written communication, critical thinking, program standards, time management, tools for teamwork and collaborative learning, and use of electronic media in professional presentations.

CRJU 5010. Crime in the US

The study of the scope, nature, social characteristics, and distribution of crime in the United States, and the impact of crime trends. Attention will be paid to both street and white collar crimes, policy responses to various crime events, and the ways in which crime in America compares to that of other western nations.

CRJU 5020. Legal Institutions in Society

A seminar in exploring the historical development of criminal law in society and contemporary legal issues which have a major impact on criminal justice. Particular emphasis will be placed on the formalization

and constitutionalization of the criminal justice process with special attention to the U.S. Supreme Court.

CRJU 5040. Police, Courts, and Correction

An analysis of the criminal justice systems police, courts and corrections in selected western nations and a study of the functional relations among these key components of the criminal justice system.

CRJU 5050. Research Methods & App Stats

An overview of research design and research methodology as it applies to the field of criminal justice, and a review of descriptive and inferential statistics as they apply to the field of criminal justice.

CRJU 6050. Advanced Criminological Theory

This course offers an advanced study of criminology theory and an intensive overview of the major perspectives regarding the etiology of crime. A range of theoretical perspectives from the classical period through the present will be discussed. This course will also explore interrelationships among various theories and the impact that specific criminological theories have on public policy.

CRJU 6051. Program Evaluation

Designed to familiarize students with techniques that are utilized in evaluating the effectiveness and impact of criminal justice policies and other public programs. It offers an analysis of criminal justice program development with emphasis on procedure and design. This course is required for all non-thesis graduate students.

CRJU 6060. Ethical & Legal Issues in CRJU

Philosophical theories underlying ethics and how they relate to the various components of the criminal justice system, modern criminal justice codes of ethics, and professional standards.

CRJU 6120. Current Issues in Law Enforcement

A seminar exploring contemporary trends in policing, law enforcement administration, and criminal justice. Specific attention will be given to emerging issues in: ethics, city policing, community policing, and homeland security. These trends will be critically compared with past trends in criminal justice and law enforcement.

CRJU 6150. Race, Class, and Crime

An examination of the various aspects of race and class in the American criminal justice system, and the roles these statuses play in victimization, rates of offending, corrections, and in the administration of justice. Focus will also be placed upon classical and contemporary sociological and criminological theories and the various dimensions and consequences of stratification.

CRJU 6210. Juvenile Justice Seminar

This course concerns itself with procedural and substantive aspects of the juvenile justice system, including such areas as history, philosophy, legal shifts, and the systematic processing of juveniles through diversion programs to incarceration.

CRJU 6230. Local Govt Admin & Finance

An introduction to local governmental organization and the role of law enforcement in local government. Further, this course will explore the management of revenue-raising and expenditure activities, law enforcement grants and contracts, expenditure monitoring, procurement and purchasing policies, and financial audits of law enforcement and other public agencies.

CRJU 6250. Drugs, Drug Policy & Crime

This course examines the history of domestic drug policy; the U.S. "war on drugs"; the relationship between drug use and crime; trends in domestic drug use and abuse; criminal justice and comprehensive approaches to controlling the use of illegal drugs; and international drug trafficking.

CRJU 6310. Sentencing/Applied Corrections

A survey of the historical development, current issues, and future trends confronting the field of U.S. corrections, and the administration and management of correctional systems. Specific attention will be given to corrections policy and alternatives to incarceration.

CRJU 6410. White Collar and Corp. Crime

This course examines the illegal behavior of individuals who commit crimes in the course of their employment. Special attention will be paid to the definition, detection, prosecution, sentencing and aggregate impact of white collar and organized crime.

CRJU 6500. Law & Morality

A seminar exploring fundamental questions concerning law and morality, and theories of law creation. Course themes include: what constitutes a rule of law to which men and women should give their moral assent and support; the question of legislating morality; the appropriate role of religion in law; the position of government on questions of morality; the relationship between law and culture; and Constitutional interpretation with regard to questions of morality.

CRJU 6550. Social Science, Law & Justice

This seminar examines the use (and misuse) of social science in the legal process, focusing on the historical and contemporary role of social science evidence in trial and appellate decision making. An emphasis will be placed on specific litigation in which social science has been used to challenge laws or support reform.

CRJU 6610. Adv Academic Research Methods

This advanced research methods course reviews a variety of methods and literature, as well as exemplary applications of such research strategies to social scientific subject matter. The course will be focused on helping students develop appropriate research designs and research proposals for their master's thesis research.

CRJU 6620. Qualitative & Ethnographic Ana

This seminar examines qualitative methods used in social science research, focusing primarily on participant observation, on asking questions, on writing field notes, and on the transformation of these primary field data into written ethnographic documents. Readings on specific research methods and representative ethnographic works will contribute to the formulation of a research project to be carried out during the semester, as will recent literature on the theoretical and ethical aspects of these methods.

CRJU 6960. Crim Jus Response to Terrorism

With particular emphasis on criminal justice responses, this course provides an exploration into the theoretical underpinnings, groups, and control of terrorist threats against the United States and other Western nations.

CRJU 6980. Capstone: Problem Solving Proj

Students will choose a social problem related to crime, criminal justice, and law, relate it to broader legal and social issues, and devise a plan of action to research the problem and develop informed policy. Using knowledge obtained from prior required courses, and input from Criminal Justice faculty, students will a comprehensive term paper on their chosen topics.

CRJU 6990. Masters Research

Guided research in Criminal Justice.

CRJU 6995. Thesis

Working with a faculty advisor, the student develops and defends a research proposal and begins conducting the research.

CRJU 6999. Thesis Completion

Working with an advisor, the student completes a research study, writes a thesis, and defends the thesis.

CSCI 1100. Applied Computing

This course covers computer science topics including computer operating systems and architecture, algorithms, networks, ethics, cyber security, and databases. The course will be taught by applying a variety of tools and standards to illustrate these concepts.

CSCI 1300. Computational Thinking& Coding

The course introduces students to the concepts and practices of computational thinking, coding, and software development process

using contemporary computer programming language. Credit hours from this course cannot be applied toward a degree in computer science or information technology.

CSCI 1301. Computer Science I

The course includes an overview of computers and programming: problem-solving and algorithm development; simple data types; arithmetic and logical operators; selection structures; repetition structures; text files; arrays (one-and two-dimensional); procedural abstraction and software design; modular programming (including subprograms or the equivalent). A high level programming language will be used.

CSCI 1302. Computer Science II

The course includes an overview of abstract data types (ADTs); arrays (multi-dimensional) and records; sets and strings; binary files; searching and sorting; introductory algorithm analysis (including Big-O); recursion; pointers and linked lists; software engineering concepts; dynamic data structures (stacks, queues, trees). A high level programming language will be used.

CSCI 1371. Computing for Engineers

This course is designed to expose students to computer science concepts within the context of engineering disciplines, and includes the general principles of programmatic and data abstraction testing, debugging and problem solving. The course addresses variables and data types, logical expressions, arrays, strings, file I/O, conditional statements, repetition and recursion, functions and procedures, scoping issues plotting in two and three dimensions, manipulating media, data structures and sorting searching algorithms. A high-level language will be used.

CSCI 2101. Game Analysis I

This course covers basic terminology, genre, playability, and social issues related to computer games.

CSCI 2102. Gaming Analysis II

This course covers terminology, genre, playability, and social issues related to computer games; compiling and executing sample programs written utilizing graphics Application Programming Interface (API) such as OpenGL and DirectX.

CSCI 2302. Data Structures and Algorithms

This course is a systematic study of the main data structures of computer science: arrays, stacks, queues, linked lists, trees, graphs, hash tables. Implementation and analysis of the algorithms and programming techniques for searching, sorting, inserting into, and deleting from these structures; efficiency considerations.

CSCI 2305. Computer Org. & Architecture

This course is a study of the organization and architecture of computer systems, beginning with the standard von Neumann model to more recent architectural concepts. Topics include digital logic, data representation, assembly language, multiprocessor systems, and contemporary architectures.

CSCI 3300. Professional Dev and Ethics

This course focuses on the knowledge and skills students need to succeed in their careers and function competently in the workplace. Students will study theories and practices related to the social, ethical, and professional issues facing computing and computing professionals. Students will apply professional codes of ethics to case studies by investigating current issues. Students will also begin construction of a digital portfolio representing skills acquired and projects completed.

CSCI 3301. Game Design & Programming

This course covers modern computer game design and programming techniques including real-time event- driven and multimedia programming techniques.

CSCI 3303. Comp.Organization/Architecture

This course introduces students to the organization and architecture of computer systems, beginning with the standard von Neumann model

and then moving forward to more recent architectural concepts. Topics include digital logic, data representation, assembly language, multi-processor systems, and contemporary architectures.

CSCI 3305. Operating Systems

This course is a conceptual and hands-on study of operating systems; operating system design and theory including process/processor, memory, file, I/O and networking management; evaluation of system requirements.

CSCI 3306. Computer Networks & Security

This course covers Network systems including transmission media, packet transmission, circuit / packet switching technology, LAN technology and network topology, TCP/IP, internetworking; Network applications and security issues are investigated. An overview of LANs, WANs, data communication, and routing methods will be provided using software simulation tools.

CSCI 3310. Databases Design & Implement.

This course covers database modeling drawing distinctions between data modeling, process modeling, and implementation. Topics include Entity- Relationship Modeling, Relational Database Modeling to include Relational Algebra and Normalization and Object Modeling and Object Databases. Implementation topics include SQL, PL/SQL, and database access using Web interfaces.

CSCI 3320. Software Engineering Design

This course covers analysis of system requirements, software systems design techniques, software processes, software life-cycle models, software economics, configuration management, user interfaces, software testing, and software maintenance. Students gain experience in the team approach to medium-scale system development. Ethical issues related to software design are discussed.

CSCI 3333. Programming Languages

This course covers the concepts of syntax and semantics of grammars and languages. It includes the study and comparison of the organization and major constructs of various programming language paradigms, with in-depth study of several specific languages. Language Implementation and compiler/interpreter-related issues are addressed.

CSCI 3503. Operating Systems

This course is a conceptual and hands-on study of operating systems. Major areas discussed include: operating system design and theory, applications and management issues, microcomputer and multi-user systems, including networks and min/mainframe systems. Also covered: files, I/O, memory and process/processor management, networking, evaluation, tuning and application execution.

CSCI 3601. SW Security, Testing, and QA

This course covers software security analysis and quality assurance, emphasizing testing methodologies. Topics include: code analysis, static and dynamic analysis techniques, sandboxing, test strategies, test planning, functionality testing, stability testing, and debugging techniques.

CSCI 4201. Advanced Topics in Databases

The course covers advanced topics in databases such as data mining, data warehousing, parallel and distributed databases, Web and Cloud databases, NoSQL databases, and graph databases.

CSCI 4202. Data and Visual Analytics

The course introduces students to a broad range of concepts, techniques, and tools for analyzing and visualizing data at scale, emphasizing on combining computation and visualization to perform effective analysis. Both theory and applications will be covered including several practical case studies.

CSCI 4301. Game Design & Programming II

This course covers advanced techniques in game programming, including graphics game engines, motion generation, and issues in multi-user interaction.

CSCI 4304. Computer Graphics

This course is an introduction to computer graphics and graphics systems, including: graphics hardware, 2D rendering, 2D and 3D transformations, animation, illumination, and modeling. Additional topics include user interface and interactive inputs.

CSCI 4305. Unix (Linux) Sys Prog & Admin

This course covers UNIX (Linux) and C/C++ standards, file I/O, file access and attributes, directories, the standard I/O library, systems administration files, the process environment, process control, process relationships, signals, terminal I/O, daemon processes, interprocess communication, and pseudo terminals. Also included are relevant topics in Unix (Linux) system administration

CSCI 4306. Comp. Networks & Security II

This course covers the design and implementation of protocols and the vulnerabilities and risk associated with these implementations. Other topics include Cryptographic techniques and algorithms. Design and implementation of network routing protocols and security architecture will be done using software simulation tools.

CSCI 4307. Artificial Intelligence

This course is an introduction to artificial intelligence and machine learning. Topics include intelligent system design methodologies, search and problem solving, supervised and reinforced learning.

CSCI 4308. Adv Topics in Par & Dist Comp

The course introduces students to contemporary parallel and distributed computing platforms, such as the Cloud, Automata Processors, and GPGPU. The topics include both concepts on computational models and programming skills required for harvesting computational powers.

CSCI 4310. Advanced Issues in Databases

This course is an advanced in-depth study of indexing, security, query processing, transactions; introduction to data warehousing; parallel and distributed databases.

CSCI 4314. Multimedia Production & Dev.

This course covers the acquisition, development and production of media elements such as graphics, animation, audio, video, virtual space and simulations. Students will integrate content with functional design criteria and organize the major and minor components of a multimedia production project. Cross-listed with ITMM 4404.

CSCI 4315. Human Computer Interface

This course covers design and interfacing of computer input and output systems. Standard (mouse, keyboard, joystick, etc.) and new (head trackers, music controllers, gloves, etc.) input devices. Output mediums will include graphics, music, and 3-D sound. Hands-on laboratories and independent projects will be required.

CSCI 4316. Cluster and Grid Computing

This course covers the concepts of cluster and grid computing. Topics include communication, application, and management of technologies that make cluster and Grid computing possible.

CSCI 4317. OS Security, Prog, & Admin

This course covers computer operating systems, such as UNIX and Linux, systems programming, systems administration, and operating systems hardening.

CSCI 4320. Software Engineering Practicum

This course covers software development methods for large-scale software systems, management of software development projects, and software engineering standards. Students are expected to complete a large-scale software project. This course is considered the capstone course. Ethical issues related to software development are discussed.

CSCI 4333. Theory of Computation

This course is a study of the main areas of theoretical computer science and their hierarchical interconnections. Basic results relating to formal models of computation are studied, with emphasis on grammars

and languages, finite automata, Turing machines, and computational complexity.

CSCI 4334. Algorithm Design & Analysis

This course covers analysis of the complexity of algorithms, including sorting, searching, and graph algorithms; use and implementation of graphs.

CSCI 4360. Computer Science Research

This course is designed for students who want to carry out special research and investigations in CS at the senior level. Topic and method of procedure must have approval of the supervising faculty member.

CSCI 4370. Internship in Computer Science

Students will work under supervision with industry to apply knowledge aligned to program outcomes in computer science. A minimum of 200 work hours is required and course deliverables will be aligned with the student experience. The internship project must be approved prior to beginning the internship.

CSCI 4450. Databases

This is an advanced course in database modeling drawing distinctions between data modeling, process modeling and implementation. Topics include Entity-Relationship Modeling, Semantic-Object Modeling, Relational Algebra, Normalization and Relational Database Modeling, Object Databases and Object Modeling. Additional topics include SQL, PL/SQL, procedures functions, packages and triggers.

CSCI 4550. Algorithm Design and Analysis

This is an advanced course in the specification and development of complex data structures. Programming projects address the cross-platform nature required of today's business solutions, with emphasis on the graphical user interface and development of custom controls. Object oriented design and programming will be stressed. Project teams will manage a software development project using a variety of tools and techniques.

CSCI 4601. Mobile Software Development

This course introduces students to mobile computing and mobile application development. The course presents an overview of various mobile computing applications, technologies, and wireless communication. Additional topics include mobile application frameworks and development environments; mobile security; and mobile user interface, user experience and application development guidelines. Students will be expected to learn at least one mobile application development framework and use it to implement course assignments.

CSCI 4800. Special Topics in Computer Sci

This course is designed to cover current topics of interest in Computer Science. Prerequisite: permission of instructor and department.

CSCI 4898. Special Topics in Computer Sci

Topics of interest in Computer Science not covered in currently listed courses.

CSCI 5810. Data Mgmt & Bus. Intelligence

The course provides students with an understanding of database technology and its application in managing data resources and business intelligence. The database design and data retrieval will be introduced. The fundamental concepts of business intelligence, such as classification, clustering, association analysis, and anomaly/novelty detection, will be covered with their applications to the real-world problems. A database management system will be used to illustrate these concepts and applications.

CSCI 5811. Data Anal. & Visual. for Bus.

The course covers data analytics to ensure that the visualizations add to the effective interpretation and explanation of the underlying linked business data. Effective visualization and design are illustrated with a variety of tools to enable effective detection of trends and patterns that can be easily connected to real world events to help explain relationships and interrelationships.

CSU 1000. First Year Seminar

This seminar is an integrated experience which is designed to enhance learning while exploring a thematic topic. Through the thematic topic students will refine academic goals, gain a greater sense of awareness of specific programs of study, explore potential career paths, and create intentional learners. Students will become aware of the multiple support services and will participate in a community engagement event.

CSU 2500. Essentials of Peer Tutoring

A training program and practicum in one-on-one tutoring of students taking remedial and college-level courses. Readings, workshops, video instruction and systematic supervision will address goal-setting, active listening, study skills, effective communication and critical thinking, with the goal of helping tutored students become independent learners. Course follows guidelines set by the International Tutor Certification Program established by the College Reading and Learning Association. Enrollment is contingent on recommendation of faculty member and approval of referring department. Students must have at least an A or B average in the subject they wish to tutor.

CSU 5000. Pathways for Graduate Success

This advanced second language reading & writing course specifically addresses areas where second language readers and writers seem to have the most difficulty, reading and comprehending academic texts, and is designed to draw upon students' prior grammatical knowledge and apply it to the composition of effective paragraphs and essays. Each unit in the reading component works off an academic word list and develops students' higher level thinking skills through reinforced reading and information synthesizing activities. Likewise, student writing will move from the personal to the objective and allow for the use of first culture lenses to help students view their new cultural and educational experiences. The ultimate goal of this course is to foster students' deep reading of academic texts and second language writing voice and identity in order to prepare them for success in their graduate studies.

DANC 2110. Ballet I

Teaches the fundamentals of ballet technique and vocabulary through basic barre exercises, center work, and floor combinations.

DANC 2120. Jazz I

An introduction to the basic movements, style, and vocabulary of American Jazz dance through a warm-up regimen, floor exercises, and combinations.

DANC 2130. Modern I

An introduction to the basic movement concepts and vocabulary of contemporary modern dance.

DANC 2140. Tap I

An introduction to the fundamental movements of tap dance, incorporating form, style, and technique.

DANC 3110. Ballet II

Continued study of classical ballet technique and vocabulary through barre exercises, center work, and floor combinations.

DANC 3120. Jazz II

Continued study of the movements, style, and vocabulary of American Jazz dance through a warm-up regimen, floor exercises, and combinations.

DANC 3130. Modern II

Continued exploration of the movement concepts and vocabulary of contemporary modern dance.

DANC 3140. Tap II

Continued study of the form, style, and technique of tap dance.

DANC 3200. Dance Performance

Student performance in a dance concert, providing ensemble and performance experience.

DANC 3250. Dance for the Stage I

Practice and principles of fundamentals and stylistic characteristics common to ballet, jazz, and modern dance and their application to staged musical productions.

DANC 3251. Dance for the Stage II

Continued practice and principles of dance styles and their application to staged musical productions, with an emphasis on modern styles.

DANC 3600. Dance History

A survey of the roots, styles, and artists of dance from prehistory through the 20th century, including a practical study of various historical dance movements.

DANC 4250. Choreography

Theory and practice of dance composition through physical discovery, musicality, storytelling, and the use of choreographic tools.

DANC 4800. Selected Topics in Dance

A seminar in Dance topics. Varying Credit.

DHYG 3100. Intro-Dental Hyg. Profession

Introduction to the dental hygiene profession is a prelude to the profession of dental hygiene, which includes such topics as health history, medical disease, and vital signs. The introduction to clinical practice focuses on techniques for sterilization/disinfection procedures, patient/operator positioning, oral prophylaxis procedures including the removal of hard and soft deposits, patient education, and treatment planning.

DHYG 3101. Prof Dev in Dental Hygiene

An exploration of current informatics and instructional technology, legal and ethical issues, interdisciplinary practice, emerging employment opportunities for the dental hygienist and an introduction to evidence-based decision making is provided. The directed field experiences will focus on treatment of the patient with advanced periodontal disease, practice management and marketing in the dental environment. Prerequisite(s): Licensed or licensure eligible dental hygienists who hold an associate degree in dental hygiene. Other restrictions: Transition course prior to entry into RDH-BSDH Degree Completion Program

DHYG 3110. Dental Anatomy

This course provides the study of hard tissues of the head and oral cavity with emphasis on applications to dental hygiene practice. This course includes a detailed study of the anatomy of the human dentition and the bones of the skull.

DHYG 3120. Dental Radiology

This course is the comprehensive study of the principles of ionizing radiation and application of radiographic theory in dental hygiene practice. Radiation safety for operator and patient is emphasized. A radiation safety examination must be successfully completed in order to receive a grade for this course.

DHYG 3200. Transitional Dental Hygiene

A continuation of DHYG 3100. Emphasized for discussion are oral prophylaxis techniques, the handling of medical and dental emergencies, local anesthesia techniques, the care & maintenance of dental instruments, equipment, supplies and dental records. Methods and materials used in individual patient education for a variety of age groups will be presented. Clinical lectures are designed to enhance student's clinical practice of dental hygiene through discussion of experiences encountered in clinic. The dental hygiene portfolio will continue to be developed in this course.

DHYG 3210. Integ. Dental Anatomy & Hist.

A developmental and anatomical study of the soft tissues of the head, neck & oral cavity. Includes a study of embryonic growth & development of these structures, tissue histology, soft tissue anatomy and the relationship of these structures to the body's major organ systems. Emphasis is given throughout to those areas of particular interest to the dental hygienist.

DHYG 3230. Dental Materials

Students are introduced to the basic principles of dental materials science. This includes the physical, chemical, biological, and mechanical properties of dental materials commonly used in the dental office and dental laboratory. Emphasis is placed on why particular materials & techniques are used rather than to stress only specific techniques of manipulating the materials.

DHYG 3240. Introduction to Periodontics

This course is a survey of periodontics providing an overview in identification, treatment and prevention of periodontal disease as it relates primarily to the dental hygienist. Emphasis is placed on departures from normal periodontal architecture; the etiologies associated with these abnormalities and indicated dental hygiene treatment.

DHYG 3382. Clinical Pharmacology

An in-depth and comprehensive study of pharmacotherapy as it relates to clinical application in Dental professions. The lecture portion covers major drug classifications with emphasis on the general therapeutic rationale for drug therapy, mechanisms of action, pharmacokinetic concepts, and pharmacodynamic principles. The clinical lab will examine the use of pharmaceutical agents in the dental office. Students will identify important considerations in the health maintenance and management of patients with special emphasis on commonly prescribed oral health products.

DHYG 4200. Research for Evi Based Practic

An introduction to the research process and the skills required to interpret, evaluate, and integrate knowledge generated from research as a foundation for evidence-based practice. Human subject's rights and ethical aspects of research are discussed. Scientific investigation is studied as a method of evaluating and improving professional practice.

DHYG 4201. Advanced Periodontics

Advanced treatment modalities for the periodontally involved patient will be presented for discussion and evaluation. The directed field experience will include participation in the evaluation, management, and treatment of the periodontally involved patient.

DHYG 4300. Advanced Dental Hygiene I

A continuation of DHYG 3200. Principles are introduced in advanced procedures including but not limited to sonic and ultrasonic instrumentation, root planning, gingival curettage and advanced home care techniques. The research poster will be introduced and implemented and the student will continue to develop their dental hygiene portfolio. the student will continue to develop their dental hygiene portfolio.

DHYG 4301. Educ. Strategies & Intern.

The principles of clinical and didactic educational strategies will be introduced. Development of objectives, course content, presentation methods and evaluation of content related to dental hygiene students will be expected for course completion. The internship includes didactic and clinical/laboratory instruction for dental hygiene students.

DHYG 4310. Dental Pathology

The student is introduced to the principles of general pathology, oral pathology, and oral medicine related to the etiology, progression, recognition, & treatment of numerous pathological conditions. Course content focuses on pathology of oral structures and oral manifestations of systemic diseases and pathologic identification of infectious diseases. Emphasis is placed on the importance of early recognition by the dental hygienist of abnormal oral conditions.

DHYG 4320. Advanced Periodontics

The current American Academy of Periodontics classification system for periodontal diseases and conditions will be explored in detail and advanced treatment modalities for the periodontally involved patient will be examined. BSDH students will participate in the evaluation, management, and treatment of the periodontally involved patient within the dental hygiene clinic setting. BSDH students will participate in a

directed field experience that will concentrate on the dental hygiene diagnosis and treatment of advanced periodontal diseases and conditions.

DHYG 4400. Advanced Dental Hygiene II

A continuation of DHYG 4300. Principles are introduced in advanced procedures including but not limited to application of pit and fissure sealants, dentinal hypersensitivity treatments, debonding and use of the PSR system. Legal, ethical and management aspects of the dental care system, laws and rules governing dental and dental hygiene practice, career alternatives, job searching skills and an overview of the dental specialties are also presented for discussion. The research poster will be refined and presented to various groups and the dental hygiene portfolio will be finalized in this course.

DHYG 4410. Community Dental Health

The study of dental health as a community problem with emphasis on theory and practice of dental public health and preventive dentistry, and the role of the dental hygienist in promoting dental health in community, state, and national levels. The practice of dental health as a community problem will be emphasized. Students will be required to teach dental health in a variety of settings. Local, state, national and/or international opportunities may be made available to the student in order to fulfill the requirements of this course.

DHYG 4420. Mgmt./Mktg. in Dental Environ.

The principles and practice of dental administration, including the concepts of patient, office, and dental team management will be presented for discussion. An analytical approach to planning, controlling and ordering the inventory/supplies system for a dental office will be conducted as well as a study of related financial management concepts. Strategies are also discussed on the marketing/promoting of dental services and dental products to dental professionals and the general public.

DHYG 4500. Contemporary Community Roles

This course provides students with the opportunity to explore the roles and responsibilities of the dental hygiene change agent in the public health arena in order to communicate effectively with groups from culturally diverse populations. Students will discuss the current status of oral health care delivery systems for the pediatric and geriatric patient, strategies for creating dental hygiene positions in dental public health settings and facilitate access to comprehensive oral health services in a variety of settings.

DHYG 4900. Independent Study in Dental Hy

This capstone course will allow the student to select an area of interest to further enhance their knowledge, experience and options. Career goals will be enhanced through an individually selected project. This course must be taken during the last semester of enrollment in the program.

DHYG 3100C. Intro to Clinical Dental Hyg.

Using the knowledge obtained in the DHYG 3100 course, this clinical course will introduce students to the Instruments, procedures and materials used in the practice of dental hygiene. Clinical practice on student partners will emphasize the comprehensive study of oral prophylaxis procedures, including the removal of hard and soft deposits, patient education, treatment planning and infection control.

DHYG 3110L. Dental Hygiene Anatomy Lab

A laboratory study of hard tissues of the head and cavity with emphasis on applications to dental hygiene practice. This course consists of a detailed study of the anatomy of the anatomy of the human dentition and the bones of the skull in the laboratory setting. Students will also draw and carve selected teeth.

DHYG 3120L. Dental Radiology Laboratory

The techniques of exposing, processing, and mounting dental radiographs in a clinical setting will be presented and practiced using manikins then clinical patients. Radiographic anatomic landmarks are presented and studied for interpretation along with radiographic evidence of pathology. Radiation hygiene for operator and patient safety is emphasized.

DHYG 3200C. Transitional Clinical Dental Hy

Clinical practice is utilized in this course to emphasize the refinement of skills in the performance of dental prophylaxis, application of preventive agents, and oral examination as an introduction to treatment planning. Students will begin using a computer generated recall and appointment system in this course. This course provides clinical application of the dental hygiene problem-solving model. During clinical practice, students will gain experience in patient management, appointment planning, assessment planning, implementation, and evaluation of dental hygiene care.

DHYG 3230L. Dental Materials Laboratory

Selected dental materials are manipulated to enhance the student's application of the principles of dental materials science. Emphasis is placed on why particular materials and techniques are used, and on how dental materials can be safely handled. The primary goal of the course is to enhance the student's ability to make clinical judgements regarding the use and care of dental materials based on how these materials react in the oral environment.

DHYG 3300A. Clinical Dental Hygiene

Clinical practice is utilized in this course to emphasize the refinement of skill in the performance of dental, application of preventive agents, and oral examination as an introduction to treatment planning. Assessment is provided through daily clinical evaluations. The student will demonstrate critical thinking with the interpretation of accumulated information concerning the treatment of individual patients. This course provides clinical application of the dental hygiene program-solving model. During clinical practice, students will gain experience in-patient management, appointment planning, assessment planning, implementation and evaluation for dental hygiene care.

DHYG 3300B. Clinical Dental Hygiene

Clinical practice is utilized in this course to emphasize the refinement of skill in the performance of dental, application of preventive agents, and oral examination as an introduction to treatment planning. Assessment is provided through daily clinical evaluations. The student will demonstrate critical thinking with the interpretation of accumulated information concerning the treatment of individual patients. This course provides clinical application of the dental hygiene program-solving model. During clinical practice, students will gain experience in-patient management, appointment planning, assessment planning, implementation and evaluation for dental hygiene care.

DHYG 3382L. Clin/Lab in DHYG Pharmacology

The clinical lab will examine the use of pharmaceutical agents in the dental office. Students will identify important considerations in the health maintenance and management of patients with special emphasis on commonly prescribed oral health products.

DHYG 4300C. Adv. Clinical Dental Hygiene I

Emphasis is placed on improving skills in dental prophylaxis instrument sharpening, radiographic technique and dental health treatment planning coordinated with appropriate chair-side dental health instruction. Advanced procedures discussed in DHYG 4300 are practiced & clinical experiences enhanced through participation in externships.

DHYG 4400C. Adv. Clin. Dental Hygiene II

Clinical experiences center on improving proficiency and increasing efficiency in all areas of applied dental hygiene dental radiography, and treatment planning for total dental hygiene care. Clinical experiences are enhanced through participation in externships and directed field experiences.

ECON 1101. Survey of Economics

A survey course for non-business majors. Topics include factors which determine economic behavior, marginal productivity analysis, graphic models, national income analysis, and the importance of the globalization. Particular emphasis is given to the study of fiscal and monetary policies, and their impact on industry and on world trade. This course may not be taken for credit if a student has earned credit in ECON 2105 or ECON 2106 or their equivalents.

ECON 2105. Principles of Macroeconomics

An introductory survey of macroeconomics principles; the scope and method of economics, basic supply and demand theory, money and prices, national income analysis, and economic stabilization.

ECON 2106. Principles of Microeconomics

Application of microeconomics principles to economic problems; the theory of production, market structures, income distribution, government regulation and business, labor organization, and international trade.

ECON 4103. Monetary Economics

An intermediate survey of monetary economics. Major topics include central banking, the essential characteristics of money, foreign exchange, inflation, interest rates, unemployment, and the macroeconomic effects of monetary policy.

ECON 4320. Economics of Innovation

A survey of the economics of innovation. Major topics include the diffusion of innovations, intellectual property, public policies that affect innovation, the various channels through which innovation occurs, and the consequences of innovation.

ECON 4501. International Economics

This course will use economic and analytical tools to explore a wide variety of issues in the global economy. The Flow and the Components of International Trade and the international flow of capital will be examined.

ECON 4601. Entertainment & Sports Economi

Economic and analytical tools are used to explore a wide variety of issues for the sports and entertainment industry. This course covers topics in the entertainment industry. This includes a discussion of the economics of various forms of media including movies, cable, and music. Then the economic issues of casinos and amusement parks will be examined. After reviewing these subjects we move to study both professional and collegiate sports events and characteristics. These include concepts such as monopoly and monopsony market structures, labor market topics including free agency and salary caps. We address the public policy debate on stadium financing.

ECON 4644. Managerial Economics

Managerial Economics is the application of economic theory and methodology to managerial decision making problems within various organizational settings. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, forecasting and decision-making under uncertainty. Students taking this course are expected to have had a good understanding of Principles of Microeconomics.

ECON 4800. Selected Topics in Economics

A detailed examination of selected topics in economics.

ECON 6100. Managerial Economics

Managerial Economics is the application of economic theory and methodology to managerial decision making problems within various organizational settings. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, forecasting and decision-making under uncertainty. Students taking this course are expected to have had a good understanding of Principles of Microeconomics.

EDUC 2110. Invest. Critical/Contem. Issue

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the contemporary contexts. Students will experience a minimum of 10 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

EDUC 2120. Exploring Socio-Culture

Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental

knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. Students will experience a minimum of 10 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

EDUC 2130. Exploring Learning & Teaching

Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all pupils in a variety of educational setting and contexts. Students will experience a minimum of 10 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

EDUC 2201. Introduction to Education

A survey of the development and nature of American Education and the teaching profession. Observation experience in schools is required.

EDUC 2202. Intro.Except.Children & Youth

A survey of the basic characteristics and educational needs of children who require special education services in school. The course covers techniques that help the classroom teacher identify and refer students who may need special services. Some in-school observations may be required. (This course is designed to meet the requirements of Georgia House Bill 671.)

EDUC 3000. Middle Level Education Seminar

Junior Year Seminar to meet specific requirements of the teacher education program. Includes assessment of communication skills, writing skills, speaking (videotaping), use of technology, etc. Required of all middle level teacher education students. May involve off-campus visitation.

EDUC 3001. Teacher Ed Curriculum Seminar

Junior year seminar to meet specific requirements as related to EDUC 3350 field-based course. This seminar will address topics of discussion in preparation for and follow-up from field-based lectures and observations made in middle school buildings.

EDUC 3010. Study of Young Adol. Learner

This site-based course is an exploration into the cognitive, social, affective, and physical aspects of the middle level learner. Varied teaching techniques will be used and discussed, with a particular emphasis on verifying concepts learned in class through experiences with middle level learners in individual and group settings. Taught on-site at middle schools.

EDUC 3020. Instructional Tech for Teacher

A basic instructional technology course for teaching how to integrate technology in the curriculum. The course introduce concepts, skills and strategies for using technology in the teaching and learning process.

EDUC 3025. Music for Early Childhood Educ

This course prepares future early childhood teachers to provide opportunities for their students to explore sound and music thought an awareness of moving, listening, and playing instruments. The course also prepares teachers to lead students in introductory experiences with verbalization and visualization of musical ideas.

EDUC 3029. Intro to Early Child Develop

This course will focus on the physical, cognitive, and psychological development of young children. The course will consist of theories and models of behavior and development applied to the field of elementary education. Field experiences in pre-kindergarten through fifth-grade classrooms are included.

EDUC 3030. Exploring-Exceptional Learner

A survey of the basic characteristics and educational needs of children and youth who require special or exceptional education services in

school. The course covers techniques that help the classroom teacher identify and refer students who may need special services. This course will assist pre-/in-service teachers to apply their knowledge of each exceptionality by adapting to their teaching techniques to meet the needs of special students. Emphasis will focus on recognizing attributes of emotional, intellectual, physical and social aspects of exceptional learners. School-site and/or special needs agency observations are required. (This course is designed to meet the requirements of Georgia House Bill 671).

EDUC 3031. Adapt Instr for Excep Learners

Current classrooms are made up of students with diverse backgrounds and learning abilities/disabilities related to language, socio-economic status, and identified special education eligibility. This course is designed to provide the tools needed to identify student differences and to adapt general education instruction to meet students' individual learning styles.

EDUC 3032. Instructional Methods

This course prepares teacher candidates to become effective teachers of students with exceptionalities at the elementary, middle, and secondary level. Students will explore the instructional methods and techniques vital to effectively teaching students with various exceptionalities. Students will also develop teaching materials and lesson plans for use in special education classrooms.

EDUC 3033. Individual & Class Management

This course prepares teacher candidates to become effective classroom managers of students with exceptionalities at the elementary, middle, and secondary level. Students will explore management strategies for use in exceptional classroom settings. A review of current texts and management strategies will be explored and students will also develop management plans appropriate for use in special education classrooms.

EDUC 3034. Evaluation Disabilities

This course prepare teacher candidates to become evaluators of the educational needs of students with exceptionalities at the elementary, middle, and secondary level. Students will explore the evaluative methods and techniques used to evaluate the needs of students so as to provide exceptional students with the best possible education experience. Developing an understanding of current testing instruments and evaluative tools will be a key component of this course.

EDUC 3035. Curriculum and Instruction

A study of characteristics, nature and features of mild disabilities. Emphasis will be on selecting designing and adapting curriculum and instruction for students with mild disabilities.

EDUC 3036. Literacy Instruction

The course explores the nature of reading and literacy learning. The foundations of reading acquisition and instructional practices. It will focus on formal and informal assessment methods for diagnosing strengths and weaknesses of individual students and instructional strategies for working with at-risk or remedial readers.

EDUC 3037. Special Education Internship

The course will fit into the curriculum as the final required course for the Special Education certification program. Special Education certification students will complete this course as the capstone course of the certification program. Student teacher interns will spend extended field hours expected for school events during the intern's assignment. A minimum of 40 hours per week (M-F) during the spring semester in the assigned elementary/middle school is required. Candidates will demonstrate proficiency in content knowledge, management of the classroom environment, student behavior and instruction that enhances students' learning.

EDUC 3040. ELL Principles and Strategies

This course provides elementary and secondary educators with knowledge of key principles and methodologies that undergird and support English language acquisition. The primary focus of the class is to share a variety of instructional strategies that can benefit all

students. Topics include first and second language acquisition models, variables affecting limited English proficient learners, learning strategy research, and instructional strategies for developing English proficiency in young learners. Instructional strategies include content-based language instruction, learning strategy training, use of cooperative learning, use of graphic organizers, whole language approaches, teaching across the curriculum, and assessment strategies. Legal issues and home/school relations will be addressed.

EDUC 3100. Middle Level Teaching Methods

This course is designed to provide middle level teacher education majors with planning, instructional and management strategies necessary for exemplary instruction in the classroom. Attention will be given to those teaching strategies that might be used for interdisciplinary instruction as well as instruction in the four content areas. The course will focus on key concepts of best practices, a continuum of assessment strategies, and classroom management strategies. A pedagogy lab will be integrated within the course period to allow for application of new knowledge and skills.

EDUC 3200. Secondary Curr. & Assessment

This course is designed to offer a critical examination of standards and other influences on the modern secondary education curriculum. The course will provide an overview of the theories and application of developing the secondary school curriculum and instructional strategies, current trends, problems and challenges posed to the curriculum. Additionally, the course will study the rise of the assessment movement, its importance, and its use in the classroom. Candidates will explore teaching, learning and assessment strategies along with using instructional technologies, materials and resources for appropriate learning. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

EDUC 3210. Classroom Methods & Mgmt.

This course is designed to examine theories of discipline and motivation. It will focus on principles of classroom management and organization, building relationships and rapport, and considering alternative behavior management plans. In addition, candidates will learn teaching methods such as the use of time, space, and materials for instruction as management techniques. Topics will address how knowledge of general teaching methods and classroom management may improve teacher quality and student outcomes, including closing the achievement gap. Candidates will learn general methods for teaching English Language Learners (ELL), and differentiation of instruction for diverse learners. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

EDUC 3350. Instr Strat for Young Adol

This site-based course provides students the opportunity to understand the unique characteristics of the middle school as well as the instructional strategies that teachers in the middle school use to meet the diverse needs of the young adolescent student. Instruction will focus on the organizational structure of the middle school, role of support personnel, instructional strategies, motivation and discipline, effective elements of instruction, and evaluation. Students will work with the development of thematic units which utilize current curricular models and instructional strategies to support an academic team approach to teaching the middle level learner. Taught on site at middle schools.

EDUC 3403. Teaching Math in Primary (P-2)

This course consists of the integration of mathematics concepts, principles and processes into the teaching of mathematics in preschool through second grade. Emphasis is placed upon developmentally appropriate practices including CGI (Cognitively Guided Instruction), teaching through problem-solving, and culturally relevant pedagogies in planning, implementing and evaluating instruction in the elementary mathematics curriculum.

EDUC 3404. Teaching Math in Primary (3-5)

This course consists of the integration of mathematics concepts, principles and processes into the teaching of mathematics in grades three through five. Emphasis is placed upon developmentally appropriate practices including CGI (Cognitively Guided Instruction), teaching through problem-solving, and culturally relevant pedagogies in planning, implementing and evaluating instruction in the P5 mathematics curriculum.

EDUC 3405. Social Studies Methods for ECE

This course examines the content, skills and processes used to teach social studies to students in P5 settings. The history and purpose of the social studies as an academic field is highlighted and emphasis is placed upon developmentally appropriate practices and curriculum integration across the subject areas. This course places special attention on inquiry-based instruction and the expectations outlined in the Georgia Standards of Excellence (GSE). EDUC 3605 is designed for pre-service teacher candidates currently enrolled in programs within the School of Education at Clayton State University.

EDUC 3406. ELA Methods: Lang & Lit P-5

The focus of this course is on childhood literacy, specifically the theories and historical contexts of early reading and writing instruction and the fundamentals of reading (phonics, phonemic awareness, vocabulary development, fluency and comprehension); as well as expressive language and writing development. Candidates also explore how reading and writing assessment guides instruction, as well as how to design differentiated instruction that responds to the diversity in today's classrooms. The use of digital literacy resources are also covered as a topic in this course.

EDUC 3407. Science Methods in Early Child

This course provides the content, skills and methods used to teach science to students in P-5 settings. The history and purpose of scientific inquiry as an academic skill is highlighted and emphasis is placed upon developmentally appropriate practices and curriculum integration in science and across the subject areas. This course places special attention on inquiry-based science instruction and the expectations outlined in the Georgia Standards of Excellence (GSE). EDUC 3407 is designed for pre-service teacher candidates currently enrolled in programs within the School of Education at Clayton State University.

EDUC 3410. Culturally Responsive Instruct

This course introduces students to theory, research, and especially practice related to culturally responsive teaching such as how teachers can develop meaningful relationships with students, how teachers can learn from and about the school and local community, how teachers can develop and implement culturally responsive classroom management, and how teachers can develop expectations for students that maximize their capacity. In addition, the course will assist students in learning about and developing culturally responsive curriculum and pedagogy in their different content/subject matter areas.

EDUC 4001. Mid Lev Learner Tech Seminar

This senior seminar is a basic technology course providing instruction on how to integrate technology in the curriculum. The course introduces concepts, skills and strategies for using technology in the teaching and learning process. The course will also integrate dialog from the interns' field experiences to assist in understanding best practices for teaching middle level learners. This seminar is required for all middle level teacher education majors.

EDUC 4002. Middle Level Teacher Capstone

Opportunities are provided to prepare students for their entry into the teaching field. This course is the senior seminar for the Spring Semester portion of a full academic year internship (August-May). In this course candidates will complete their Internship Portfolio as a part of their graduation requirement. This course may also address topics dealing with methods, materials, and skills appropriate for teaching all learners.

EDUC 4003. Secondary Level Seminar

This course is the seminar portion of the spring student teaching internship. It is designed to amalgamate and assimilate candidates

clinical experience with theory, investigation, and practice of teaching in secondary school settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching high school students of special needs and of diverse backgrounds, and knowledge of appropriate use of assessments. Seminar content is directly related to and extended from internship.

EDUC 4004. Early Childhood Seminar I

This course is the seminar portion of the fall student teaching internship for Elementary Education. It is designed to amalgamate and assimilate candidates clinical experience with theory, investigation, and practice of teaching in P5 settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching early childhood, special needs students, and young learners of diverse backgrounds. Candidates must have proof of liability insurance to participate in the course.

EDUC 4005. Early Childhood Seminar II

This course is the seminar portion of the spring student teaching internship for Elementary Education majors. It is designed to amalgamate and assimilate candidates clinical experience with theory, investigation, and practice of teaching in P5 settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching early childhood, special needs students, teaching learners of diverse backgrounds. Seminar content is directly related to and extended from internship.

EDUC 4040. Classroom Assessment

Classroom Assessment is an introductory course in Test, Measurement and Evaluation that is designed to help teacher candidates understand and appreciate the role, purposes, types and methods of tests and other assessments in the teaching-learning process. The course emphasizes "beginning with the end in mind" or backward design, the analysis and use of results and multiple measures from reliable and valid differentiated assessment to enhance student learning in a diverse classroom.

EDUC 4049. Assessment & Evaluation - ECE

Assessment & Evaluation in Elementary Education is an introductory course in Test, Measurement and Evaluation that is designed to help Elementary Education teacher candidates understand and appreciate the role, purposes, types and methods of tests and other assessments used in elementary school settings. The course emphasizes the use of developmentally appropriate assessment tools for both cognitive and non-cognitive assessments, as well as "beginning with the end in mind" or backward design, the analysis and use of results and multiple measures from reliable and valid differentiated assessment to enhance student learning in a diverse classroom.

EDUC 4050. Cultural Perspectives for ESL

This course focuses on cultural patterns of thought, communication and behavior, paying particular attention to the interests and needs of teachers who teach English Language Learners. The course will give students insight into how intercultural communication factors affect the success and performance of students in K-12 settings by evaluating the relationships between the culture, behavior and communication of students, teachers, administrators, parents and community groups.

EDUC 4060. Applied Linguistics for ESL

This course provides an introduction to language as a system, with a particular focus on teaching English as a second language to students in public schools, Grades Pre K - 12. Among the topics addressed are: first and second language acquisition processes; English phonology, morphology, syntax, and discourse; implications for teaching English language learners the four language skills - listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies).

EDUC 4070. Theory, Research and Pedagogy

This course examines theories of language development and acquisition of reading and writing as well as the methodologies and

materials used in reading programs. Students analyze strategies, materials, and organizational designs for teaching reading to all students including those representing diverse cultural and linguistic communities.

EDUC 4071. Integrating Language, Literacy

In this course students examine literacy instructional strategies and materials in the content area classroom including technical reading and writing, prior knowledge, research-based strategies, supplemental texts, methods of grouping, concept development, comprehension, vocabulary, and study strategies. Students understand how to communicate, integrate and apply language and literacy, and technology strategies and skills within the content areas. Special emphasis is placed upon teaching struggling readers and or diverse learners.

EDUC 4072. Literacy Assessment and Classr

This course involves advanced study of the planning and managing of classroom literacy events based on formal and informal assessment information, and an understanding of the literacy needs of all grade-level learners across the developmental continuum. Candidates examine ways of recording, analyzing, and using assessment information in daily classroom instruction.

EDUC 4701. Characteristics Gifted Learner

This is course one of a four course Gifted-in-Field Endorsement Program. This course is an introduction to the characteristics, development and needs of the gifted learner. Here, candidates will explore, the unique academic, cultural, social, and emotional challenges that gifted students and their teachers face; and, theories, research, and practice concerned with recognizing and developing the gifts and talents of children from diverse cultural backgrounds. The course requirements include presentations on special gifted populations. Also included is a history of gifted education. Students will be required to participate in field experiences.

EDUC 4710. Middle Level Internship I

This course is the Fall Semester portion of the academic year long internship that introduces interns to the middle school, its support services and school community agencies. Students must participate in preplanning and the first week of classes. They maintain weekly contact (minimum of nine hours) with their assigned school. The mentor teachers and interns implement a co-teaching model that allows the interns to observe, practice, assess, and reflect best teaching practices. Interns focus attention on the diversity of pupils, special needs of learners, and individual learning styles as well as how learning is influenced.

EDUC 4712. Middle Level Internship II A

This course is part of the Spring Semester portion of a full academic year internship (mid-August to mid-May). Internship II is a full-time teaching assignment in grades 4-8 in the student's major (mathematics, science, social studies, and/or language arts). Arts and Sciences content-area faculty will observe and assess this component of the internship.

EDUC 4717. ML Content Methods & Managment

Middle Level Content Methods and Management is designed to examine theories of discipline and motivation in the middle level classroom as well as address effective components of lesson planning and delivery in each content concentration area as addressed in the state pedagogy assessment. This class will allow students to clarify their ideas about classroom management and student behaviors as well as learn the importance of balancing engaging instruction and effective classroom management.

EDUC 4720. Middle Level Intern. II

This Spring Semester course is a continuation of the yearlong Middle Level Internship. The internship is a full-time (in-field, content specific), sixteen-week directed classroom experience (grades 4-8). It is a period of guided teaching during which the intern teacher, under the direction of a mentor teacher, takes increasing responsibility for learners and engages in many of the activities, that constitute the range of a teacher's assigned duties. Emphasis will be placed on working with

diverse and special needs learners within the regular classroom. Interns will observe teachers and pupils in elementary and high schools when appropriate. Additionally, interns must attend an on-campus seminar (one afternoon per week) taught by CSU faculty members and/or resource persons.

EDUC 4725. Secondary Practicum

This course is the practicum portion of the clinical experience in secondary education required during fall semester. The practicum teaching experience is a two-day in field, 15-week, directed classroom experience (grades 6-12).

EDUC 4730. Secondary Level Internship

This course is a clinical experience in secondary education, during spring semester. Student teaching is a full-time (content-specific, in-field), 15-week, directed classroom experience (grades 6-12). Student teachers, under the direction of a mentor teacher, take increasing responsibility for learners and engage in many of the activities that constitute the range of a teachers assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom, utilizing technology, managing classrooms, understanding assessment, and familiarizing oneself with the school, its resources, and surrounding community. Additionally, interns must attend an on-campus seminar one afternoon per week taught by CSU faculty members and/or resource persons.

EDUC 4731. Secondary Level Internship

This course is the content specific portion of the clinical experience in secondary education required during spring semester. Student teaching is a full-time (content-specific, in-field), 15-week, directed classroom experience (grades 6-12).

EDUC 4740. Early Childhood Practicum

This course is the Fall Semester portion of the academic year long internship that introduces interns to the elementary school, its support services and school community agencies. Students must participate in preplanning and the first week of classes. They maintain weekly contact (minimum of nine hours) with their assigned school. The mentor teachers and interns implement a co-teaching model that allows the interns to observe, practice, assess, and reflect best teaching practices. Interns focus attention on the diversity of pupils, special needs of learners, and individual learning styles as well as how learning is influenced. Additionally, interns must attend an on-campus seminar (one afternoon per week) taught by CSU faculty members and/or resource persons.

EDUC 4745. Early Childhood Internship

This course is the Spring Semester portion of the academic year-long internship that introduces interns to the elementary school, its support services and school community agencies. This course is a clinical experience in Elementary Education during the spring semester of a candidate's senior year. Student teaching is a full-time, 15-week, directed classroom experience (grades P5). Student teachers, under the direction of a mentor teacher, take increasing responsibility for learners and engage in many of the activities that constitute the range of a teacher's assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom, utilizing technology, managing classrooms, understanding assessment, and familiarizing oneself with the school, its resources, and surrounding community.

EDUC 4800. Special Topics in Education

This course will involve a detailed examination of selected topics in the field of education.

EDUC 5100. Social & Cultural Awareness

An examination of multicultural and social concerns that influence the teaching and learning process. Study current issues and trends impacting American public schools as related to preparing pre-service teachers to teach diverse learners in a cross-cultural society. Technology will be used to perform word processing, Internet research, software reviews and electronic portfolio assignments.

EDUC 5101. Exceptionalities/Cognitive Dev

A survey of basic characteristics and educational needs of learners with physical, emotional, intellectual disabilities. Additional study will concentrate on the cognitive and learning developmental aspects of teaching adolescents and young adults with a variety of abilities and disabilities. Course will focus on learning theories and models used in education. Technology will be used to conduct word processing, Internet research, software reviews and electronic portfolio assignments.

EDUC 5102. MAT Practicum

This course will be the fall semester portion of the field experiences for this program. It is designed for candidates to observe and participate in experiential learning in public school classrooms where diverse groups of adolescents are engaged in the teaching and learning process. The practicum 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.

EDUC 5200. Curriculum & Instruction

This course is designed to teach candidates the theory and best practices for developing and delivering instruction in high school settings. Focus will be on instructional strategies, motivational and classroom management techniques, pedagogical knowledge, skills and dispositions for effective teaching and learning, and the construction and administration of learning assessment instruments. Technology will be used to perform word processing, Internet research, software reviews and electronic portfolio assignments.

EDUC 5201. Practicum II

This course is the Fall Semester portion of the field experiences for the program. It is designed for candidates to observe and participate in experiential learning in public school classrooms, before- or after-school programs, youth centers, or similar situations where diverse groups of adolescents are engaged in the teaching and learning process. The practicum experiences will allow candidates to observe, reflect and/or work with learners based on topics presented in EDUC 5200 and in content courses. Candidates will be required to spend approximately ten hours per week in the field and must have proof of liability insurance to participate in the course.

EDUC 5300. Internship Seminar

This seminar is designed to discuss common issues, concerns and successes that candidates are having as teaching interns. Some topics will include developing curriculum and instruction for diverse and special needs learners, designing and implementing thematic units using Georgia Performance Standards (GPS), using classroom management techniques, developing and using data from student assessments, interpreting standardized testing data, using instructional technology to facilitate student learning, and recognizing legal, ethical, and professional responsibilities. Technology will be used to perform word processing, Internet research, software review, and electronic portfolio assignments.

EDUC 5301. Secondary School Internship

This course is a clinical experience in high school settings for teaching the major concentration during the Spring semester. Candidates will be responsible for two weeks of observations and reflections before eight weeks of taking full-time responsibility for classroom instruction, and end with two final weeks of observations and reflections. School-based mentor teachers will work with interns in meeting program outcomes through teaching assignments. University field supervisors will observe and assess performance. Candidates must have proof of liability insurance to participate in course.

EDUC 5400. Action Research

This hybrid online course is part two of a two-part course in which teacher candidates develop and implement an action research project based on research, coursework, practice, and clinical experience. Here, candidates will study qualitative and quantitative research methods, practice data collection, explore the influence of researcher positionality, study research ethics and institutional review boards, and write a proposal describing their intended research project.

EDUC 5701. Characteristics Gifted Learner

This course is an introduction to the characteristics, development and needs of the gifted learner. Here, candidates will explore, the unique academic, cultural, social, and emotional challenges that gifted students and their teachers face; and, theories, research, and practice concerned with recognizing and developing the gifts and talents of children from diverse cultural backgrounds. The course requirements include presentations on special gifted populations and the completion of literature reviews. Also included is a history of gifted education. Students will be required to partake in field experiences.

EDUC 5800. Special Topics in Education

This course will involve a detailed examination of selected topics in the field of education.

EDUC 6000. Philosophy/Social Foundations

This course involves an examination of the definition of philosophy of education and analysis of the relationships between theory and practice and theory and philosophy. Special attention will be focused on the implications of idealism, realism, experimentalism, existentialism and postmodernism for educational goals, curriculum, and instruction.

EDUC 6010. Leading the Way in Diverse Sch

This is a reading, discussion, and practice intense course designed to help future teacher leaders develop leadership skills and techniques towards promoting diversity and ensuring that their school's curriculum appropriately addresses social concerns, culture, and children from diverse backgrounds. This course will focus on leadership amid the immense complexities of race and social class, institutional politics, and personal philosophy/ideology in school organizations.

EDUC 6020. Education Policy, Law, Justice

This course reviews significant educational laws, court cases and policies that effect teaching and learning in today's schools. This course will identify ethical issues that may affect the teacher leader and help a teacher leader understand the educational policy and policy formation. Additionally, the course will help teacher leaders identify ways that they can use these laws and policies to help create a more equitable educational system, school and classroom.

EDUC 6030. Instructional Supervision

This course is designed to help teacher leaders understand the best ways to supervise, instruct and develop professionals in schools. The course will examine how to supervise the implementation of the curriculum, cultivate interpersonal skills and create a culture that is amenable to change, diversity and community. The instructional supervision course will also teach teachers some of the technical skills of supervision, which will help them in the tasks of observing, assessing, evaluating, aiding and developing their peers.

EDUC 6040. Educational Measurement

This course includes basic measurement concepts, role of measurement in education, construction of teacher-made tests and other classroom assessments, fundamental descriptive statistics for use in test interpretation and interpretation of standardized test score reports.

EDUC 6050. Mentoring & Dev'l School Cult.

This course includes methodology of mentoring and coaching for impact on school culture. Students will develop tools and strategies for mentoring student teachers and new teachers as well as design professional development presentations.

EDUC 6060. Leadership and Technology

The purpose of this course is to explore the theories and models of innovation diffusion and current approaches to education reform, focusing on the integration of technology into curriculum, pedagogy and school management. Students will explore concepts and strategies necessary for making decisions in regard to technology and learning.

EDUC 6070. Literacy and Leadership

Literacy and Leadership will help Teacher Leadership candidates better prepare for the literacy focus in the Common Core State Standards. The Common Core is focused on literacy across the curriculum and all teachers must prepare to teach literacy in their classes. This course will prepare teacher leaders to: look for literacy in the classroom, determine a school's literacy needs and become literacy coaches for professionals in their schools.

EDUC 6995. Methods of Research in EDUC

The course is an introduction to education research with a focus on exploring diversity and social justice within an educational context. We will explore research rigor, research project design, theoretical foundations of the various data collection and analysis traditions, assessment and evaluation principles.

EDUC 6999. Education Thesis Preparation

Thesis preparation while enrolled for a master's degree in Education under the direction of faculty members in the Department of Teacher Education. The candidate works under the direction and advice of a thesis director to produce the thesis.

EDUC 4711A. Middle Level Intern. III-SCATP

This course is the Fall Semester portion of a full academic year internship. It is designed to provide a portion of the professional studies component for current in-service teachers who are certified to teach with the Georgia Intern Certificate. Internship III is a full-time teaching assignment in grades 4-8. Placement will be in grades 4-8 and in the student's major area of concentration, (mathematics, science, social studies, and/or language arts) School-based mentors will work with interns in meeting program outcomes through the teaching assignments. Field-based supervisors will observe and assess this component of the internship.

EDUC 4712A. Middle Level Intern. III-B

This course is the Spring Semester portion of a full academic year internship. It is designed to provide a portion of the professional studies component for current in-service teachers who are certified to teach with the GA Intern Certificate. Internship III is a full-time teaching assignment in grades 4-8. Placement will be in grades 4-8 and in the student's major area of concentration, (mathematics, science, social studies, and/or language arts) School-based mentors will work with interns in meeting program outcomes through the teaching assignments. Field-based supervisors will observe and assess this component of the internship.

EDUC 4713A. Middle Level Intern IV-A

EDUC 4714A. Middle Level Intern IV-B

This course is the Spring Semester portion of a second year academic internship. It is designed to provide a portion of the professional studies component for current in-service teachers who are certified to teach with the Georgia Intern Certificate. Internship IV is a full-time teaching assignment in grades 4-8. Placement will be in grades 4-8 and in the student's major area of concentration, (mathematics, science, social studies, and/or language arts). School-based mentors will work with interns in meeting program outcomes through the teaching assignments. Field-based supervisors will observe and assess this component of the internship.

ENGL 999. Support for Engl. Composition

This is a course that Learning Support students will take as a co-requisite with ENGL 1101. The content of corequisite support courses will be geared to supporting students in mastering the content of the gateway course. Placement in the course will be determined by the English Placement Index.

ENGL 1101. English Composition I

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

ENGL 1102. English Composition II

A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, emphasizing interpretation and evaluation and incorporating a variety of more advanced research skills.

ENGL 2111. World Literature I -Pre-Modern

A survey of important works of world literature from ancient times through the mid-seventeenth century viewed in both historical and contemporary perspective. (Works are read in translation where necessary.) Critical thinking and communication skills are emphasized.

ENGL 2112. World Literature II - Modern

A survey of important works of world literature from the mid-seventeenth century to the present viewed in both historical and contemporary perspective. (Works are read in translation where necessary.) Critical thinking and communication skills are emphasized.

ENGL 2121. British Literature I

A survey of important works of British Literature from the Old English period through the neoclassical age. This includes English literature from its roots in Anglo-Saxon through its development in Great Britain and its global development outside the United States through approximately 1800.

ENGL 2122. British Literature II

A survey of important works of British Literature from the Romantic Era to the present. This includes the global development of English literature outside the United States from approximately 1800 to the present.

ENGL 2131. American Literature I

Major works of American Literature from the late 16th century through the mid-19th century, including those outside the traditional canon.

ENGL 2132. American Literature II

Major works of American Literature from the mid-19th century to the present, including those outside the traditional canon.

ENGL 2200. Literary London

A genre, author, and topic-based survey of British literature taught in the context of study abroad in London, England, this course features a survey of cultural experiences based in British literary history, including but not limited to museums visits, tours of historic sites, and attendance at theater performances. Required readings will incorporate poetry, prose, and drama and may be drawn from the Anglo-Saxon period to the present, including Old English works in translation, Middle English works in the original, and a broad selection of works in modern English. Reading lists will vary from year to year.

ENGL 3100. Intro to Literary Studies

The skills and knowledge necessary for successful pursuit of a degree in English: close reading, critical writing, acquaintance with current theoretical issues, familiarity with bibliographic and electronic resources, and career opportunities. Required of all English majors.

ENGL 3110. Intro to Writing Studies

Introduction to Writing Studies includes an overview of writing across historical periods and cultures, terminology and methods used by writers, and skills in academic, professional, and creative writing. The course will also introduce theories of composing processes, rhetorical and audience analyses, and key characteristics of writing genre. It serves as an introduction to the array of writing courses offered in the department outside of the traditional literature courses. Required of all English majors with writing and literature concentrations.

ENGL 3140. Intro to Visual Rhetoric

Visual Rhetoric is defined as the art of using images to inform, argue, or persuade. Effective visual rhetoric always anticipates the question: What are you looking at? The use of visual imagery in advertising, art, and other texts can be subtle, direct, or provocative. In most cases, however, we are unaware of how powerful images are and how significantly they impact our understanding of the world. This course will introduce students to the theory and practice of visual rhetoric in a

variety of contexts. As part of their coursework, students will analyze, discuss, and write about the role of images in popular culture and they will learn to employ images effectively in print-based and electronic texts.

ENGL 3200. History of English Language

An introductory survey of the history of the English language, from pre-Anglo-Saxon times, through Old, Middle, and early Modern English, and into English as a contemporary global language. Attention to historical changes in sound, structure, syntax, and social contexts.

ENGL 3210. Advanced Grammar

A course surveying the history, structure, and teaching and learning practices in English grammar. Also includes an overview of modern grammars, including structural and transformational, and research on grammar instruction. Required of all language arts majors and minors in the Clayton State Middle-level Education program. Highly recommended for all English majors.

ENGL 3212. Advanced Composition

Exploration of more advanced forms and concepts in the development of writing for academic audiences. Emphasizes the various conventions of discourse situations, invention, revision, editorial skills, and document design for individual writing and for the teaching of writing. Also includes a study of grammatical structures that promote syntactic growth and diversity of style.

ENGL 3220. Argumentative Writing

A course in the methods of developing academic, professional, and civic written arguments; the course includes the application of classical and contemporary rhetorical theories of argument, the analysis of various arguments, and multiple revisions of papers.

ENGL 3230. Practical Grammar

This course teaches the structure of English grammar and the options students have when presenting their ideas in formal and informal writing. The course will provide a brief survey of the most common non-standard dialects of American English with the purpose of comparing standard and non-standard dialects. The goal of the course is to highlight the many options students have in writing. When students know how English works, they will become more proficient speakers and writers.

ENGL 3300. Women and Literature

Texts by women and/or works that treat issues of gender and sexuality. Primary texts are supplemented by additional readings designed to enhance students' abilities to think and write critically about women writers and motifs of gender and sexuality.

ENGL 3410. African American Literature I

A course focusing on the major movements, issues or themes in the study of African American Literature from 1750-1877.

ENGL 3420. African American Literature II

A course focusing on the major movements, issues or themes in the study of African American Literature from 1877-present.

ENGL 3501. Multicultural Literature

Primary focus on texts by members of one or more traditionally marginalized cultural groups within the United States and with attention to historical and theoretical aspects.

ENGL 3510. Caribbean Literature

A course focusing on the major movements, issues, or themes in the study of Caribbean Literature.

ENGL 3600. Careers in Writing

An introduction to issues and practices relevant to careers in professional writing with an emphasis on understanding contexts, genres, and technologies and producing documents for a variety of professional writing communities and workplaces.

ENGL 3620. Postcolonial Literature

An introduction to postcolonial literatures in English. The course may include literature from Africa, the Caribbean, and Asia.

ENGL 3650. Writing for Nonprofits

This writing course will be balanced with theory and be influenced by a strong service learning component. Small groups of students, under the guidance of the instructor, will work directly with a local or regional nonprofit organization, using their writing skills and rhetorical strategies to address a real need in the community.

ENGL 3700. Response to Writing

An introduction to one-on-one writing instruction, classroom based writing consultancy, and the theories that guide these practices. Students will write many kinds of documents, including essays about tutoring and consulting, and they will have applied what they have learned in peer review situations.

ENGL 3750. Digital and Multimedia Writing

This course introduces students to basic design principles and tools for writing in digital media. In the course, students will consider how the Internet lets different kinds of communities create meeting spaces, and the role that digital writing plays in constructing those spaces.

ENGL 3800. Intro to Creative Writing

Introductory study in imaginative writing emphasizing both selected readings in poetry, fiction, and creative nonfiction and student writing in these genres.

ENGL 3900. Professional & Tech. Writing

An advanced, study and application of principles for effective professional and technical writing. Topics to include audience and context analysis, ethical communication, and writing for international readers. Students put these concepts into practice by writing and designing several professional and technical documents for both specialist and non-specialist readers. While open to students from all majors, the course includes entry assessment of writing skills for the baccalaureate degree program in Communication and Media Studies. Required to earn at least a C in the course, based on the program-entry-level assessments of writing skills built into the class.

ENGL 3910. Professional Editing

This course focuses on editing documents from a variety of genres and authors. The course includes proofreading, copyediting, formatting, and recognizing and correcting grammar, punctuation, and mechanics in written documents.

ENGL 4000. English Internship

This course is the principal experiential learning opportunity for the English major, and is normally taken no earlier than the junior year. The environment will be appropriate for an English major, either on or off campus, and should be related to the student's career interests. Course is repeatable for credit (only with permission).

ENGL 4011. Critical Theory

A study of different theoretical approaches to the interpretation of texts and other cultural objects. These theories are then applied to selected works drawn from literature, the mass media and the fine arts.

ENGL 4015. Cultural Rhetorics

This course explores historical and contemporary iterations and implications of diverse rhetorical traditions across a variety of socio-cultural contexts. In this course, we identify and explore rhetorical traditions steeped in various cultural identities, including gender, race, and class.

ENGL 4020. Methods in Teaching Literature

This course prepares English Education majors in the theory and practice of teaching literature in secondary schools. The class will emphasize planning, selecting, and evaluating instructional materials for grades six through twelve. Students will develop lessons and units to become effective teachers of literature at the secondary level. Significant field experiences will include educational interactions with students.

ENGL 4030. Methods in Teaching Writing

This course prepares English Education majors in the theory and practice of teaching writing in secondary schools. The class will emphasize planning, selecting, and evaluating instructional materials for grades six through twelve. Students will develop lessons and units to become effective teachers of writing at the secondary level. Significant field experiences will include educational interactions with students.

ENGL 4100. Amer. Colonial & Federal Lit.

Major works of American literature from 1588 to 1820, including captivity narratives and writings that explore the early development of America as a nation.

ENGL 4110. American Romanticism

Major works of American literature from 1820-1860, including Emerson and Thoreau, as well as writers outside the traditional canon.

ENGL 4114. Adolescent Literature

A thematic study of literature for adolescent and young adult audiences. This study will analyze a broad representation of materials, including those which focus on a variety of ethnic groups, cultural experiences, and historical periods. This course is required for all middle level teacher education students with a major concentration in language arts.

ENGL 4120. American Realism & Naturalism

Major works of American literature from 1860 to 1914 including Twain as well as writers outside the traditional canon.

ENGL 4130. Southern Literature

Major works of southern American literature from the Romantic period to postmodern writings, including Faulkner and writings outside the traditional canon.

ENGL 4140. Modern American Literature

American poetry, prose, drama, and nonfiction from 1900 to the present. Topics vary from semester to semester.

ENGL 4150. Contemporary American Lit.

A survey of contemporary American Literature during the period of 1945 to the present.

ENGL 4200. Medieval Literature

Major works of literature from Old and Middle English, including Chaucer, medieval plays, and examples of other early British literary traditions.

ENGL 4210. Renaissance Literature

Major works of British poetry, prose, and drama from the late 15th century through the mid-16th century, including Shakespeare and Milton.

ENGL 4215. Shakespeare

A survey of Shakespeare's dramatic works with primary emphasis on the major comedies and tragedies and some attention to the histories, problem plays, and romances. Formerly ENGL 3150

ENGL 4221. Seventeenth Century Literature

A course focusing on the major movements, issues, or themes in the study of Seventeenth Century Literature in Britain.

ENGL 1101H. English Comp. I - Honors

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

ENGL 1102H. English Comp. II - Honors

A literature based composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that

emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research skills. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

ENGL 2111H. World Lit. I - Honors

A survey of important works of world literature from ancient times through the mid-seventeenth century viewed in both historical and contemporary perspective. (Works are read in translation where necessary.) Critical thinking and communication skills are emphasized. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

ENGL 2112H. World Lit. II-Honors

A survey of important works of world literature from the mid-seventeenth century to the present viewed in both historical and contemporary perspective. (Works are read in translation where necessary) Critical thinking and communication skills are emphasized. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

ENGL 2121H. British Lit. I - Honors

A survey of important works of British Literature from the Old English period through the neoclassical age. This includes English literature from its roots in Anglo-Saxon through its development in Great Britain and its global development outside the United States through approximately 1800. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

ENGL 2122H. British Lit. II - Honors

A survey of important works of British Literature from the Romantic Era to the present. This includes the global development of English literature outside the United States from approximately 1800 to the present. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

ENGL 2131H. American Lit. I - Honors

Major works of American Literature from the late 16th century through the mid-19th century, including those outside the traditional canon. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

ENGL 2132H. American Lit II - Honors

Major works of American Literature from the mid-19th century to the present, including those outside the traditional canon. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

ENGL 4222. Eighteenth Century Literature

A course focusing on the major movements, issues or themes in the study of Eighteenth Century Literature in Britain, 1689-1783.

ENGL 4241. Romantic Literature

A survey of British literature written during the period extending from 1780-1830, with emphasis on the six traditional Romantic poets and on rediscovered authors of the Romantic Period.

ENGL 4242. Victorian Literature

A survey of British literature written during the period extending from 1830 through 1900, with emphasis on traditional Victorian poets and prose writers and on rediscovered authors.

ENGL 4250. Modern British Literature

Major works of British poetry, prose, and drama from 1900 to the present.

ENGL 4300. Advanced Poetry Writing

Advanced instruction in poetry.

ENGL 4315. Advanced Fiction Writing

A workshop intensive instruction in fiction writing. Students will study the fiction writing craft and technique and produce their own short fiction.

ENGL 4320. Adv Creative Nonfiction Wrtg

A practical study of the techniques and craft of writing the creative nonfiction essay, article, or interview.

ENGL 4610. Modern Poetry

Selected poetry from the latter 19th century through the present, including works written in English and in English translation from other world poetic traditions.

ENGL 4630. The Short Story

A selective survey of the short story in English from its origins to the present day.

ENGL 4700. Senior Thesis

The preparation of an extended research paper/project based on original work or on work previously completed for another English course. Original projects may be tied to an internship experience directed through the Office of Experiential Learning. Supervised by a member of the full-time faculty, the project is presented to the Department of Language & Literature in both oral and written forms during the final year of study. The thesis is required of all senior English majors.

ENGL 4800. Selected Topics in English

Selected topics in English language-based literary and writing study.

ENGL 4801. Selected Topics in English

Selected topics in English language-based literary study.

ENGL 4802. Selected Topics in English

Selected topics in English language-based literary study.

ENGL 4803. Selected Topics in English

Selected topics in English language-based literary study.

ENGL 4810. Special Topics in Women & Lit.

Advanced study of topics in women and literature, along with applicable feminist theories.

ENGL 4820. Studies in Drama

This course focuses on drama covering a variety of time periods, issues, and cultures. Video viewings, guest speakers, and attendance at live performances may supplement lectures and class discussion. Topics may vary.

ENGL 4900. Directed Research

Individual study, reading, or other research project(s) under the supervision of a faculty director.

ENGL 4950. Senior Capstone

This course presents a current critical, pedagogical, creative, or rhetorical issue in English studies; students complete relevant projects in their concentrations. The course will include close readings, informed research, understanding of professional resources, and advanced undergraduate mastery in writing. This course is the capstone course of the English major, a requirement for graduation for all English majors with literary studies and writing concentrations.

Students with Secondary English Education concentrations fulfill this requirement through their certification program.

ENGL 5000. Great Books

A course exploring the concept of "Great Books," including history and definition of the concepts both of "book" and of "greatness." Many texts (fiction and nonfiction, as poetic) will be read closely in probing these definitions. The texts will range globally, from the earliest examples of writing (including pre-literate, oral traditions) through the present. Texts will be read in English translation necessary. Both canonic writers (e.g., Homer, Mary Shelley) and writers outside conventional definitions of the canon will be considered.

ENGL 5020. Methods of Teaching English I

Methods of Teaching English I: Principles of Literary Genres. This course prepares teacher candidates to become effective teachers of literature at the secondary level. Students will explore the methods and literary texts vital to a secondary school curriculum in Language Arts. Students will also develop teaching materials appropriate for use in the high school classroom.

ENGL 5030. Methods of Teaching English II

Methods of Teaching English II: Principles of Writing Instruction. This course prepares teacher candidates to become effective teachers of writing at the secondary level. Students will explore the theory and methods of teaching writing vital to a secondary school curriculum in language arts. With emphasis on writing process and studies of language, candidates will develop teaching materials appropriate for use in the high school classroom.

ENGL 5100. Literary Theory

A course focusing on different schools and trends in literary criticism of the twentieth century, including Russian Formalism, New Criticism, Structuralism, Deconstruction, Reader-Response criticism, Psychoanalytic Theory, Marxist criticism, New Historicism, Feminist literary criticism, Cultural Studies, and Post-colonial Studies.

ENGL 5105. Am. Colonial & Federal Lit.

Major works of American literature from 1588 to 1820, including captivity narratives, poetry, and other writings that illustrate the early development of America as a nation.

ENGL 5110. American Romanticism

Major works of American literature from 1820-1860, including Emerson, Fuller, and Douglass, as well as writers outside the traditional canon.

ENGL 5114. Lit of the Adolescent Experien

This course emphasizes thematic connections between contemporary adolescent literature and traditional literature from various literary perspectives. Course topics for study will include application of literary theory representation of adolescence in diverse cultural contexts, and connections to middle and secondary English classrooms. This course is recommended for English majors in the teaching certification program.

ENGL 5120. 19th Century Amer Lit&Culture

A graduate-level survey of early modern English literature and literary culture, ca. 1500-1700. Typical areas of emphasis will include significant literary movements within the era, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

ENGL 5125. American Realism & Naturalism

Major works in American literature from 1860-1914, including canonical writers such as Chesnutt, Chopin, Twain, Crane, Norris, and Howells, as well as writers outside the traditional canon.

ENGL 5130. Studies in Southern Lit.

An expansive course focusing on the major movements, issues, or themes in the study of nineteenth and twentieth century Southern American literature. Topics may include nineteenth century slave

narratives, the Southern Renaissance, Southern fiction since 1945, Civil Rights literature, poetry, and/or major authors.

ENGL 5140. Studies Mod Amer Lit&Culture

A course focusing on issues or authors in the American Modern period, beginning around 1905 and concluding around 1945. Topics may include the Harlem Renaissance and the Southern Renaissance as well as major authors.

ENGL 5150. Studies in Shakespeare

A graduate-level survey of Shakespeare's dramatic works before and after 1600, with primary emphasis on the major comedies and tragedies and some attention to the histories, problem plays, and romances. Course content will include some attention to research methods and critical theory in the context of Shakespeare studies.

ENGL 5210. Studies in Renaissance Lit.

A graduate-level survey of early modern English literature and literary culture, ca. 1500-1700. Typical areas of emphasis will include significant literary movements within the era, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

ENGL 5220. Medieval Literature

This course explores the major works and cultural influences of the medieval time period between 600 AD and 1500 AD. Readings will include works from Old and Middle English, ranging from Old English poetry, Chaucer, the Gawain-poet, Langland, to Malory.

ENGL 5221. Studies in 17th Century Lit.

This course is a graduate-level examination of the major literary movements in English literature during this time period. Readings will include fiction, non-fiction, poetry, and drama from the early Stuart period through the Restoration.

ENGL 5222. Eighteenth-Century British Lit

Influential authors and cultural issues in Britain from 1689 to 1780. Topics may include the scientific Enlightenment represented in literature, religious and social conflicts, gender and sexuality, nationalism and imperialism, and authors ranging from Alexander Pope to Charlotte Smith and Samuel Johnson.

ENGL 5241. Romantic British Literature

Influential authors and cultural issues in Britain from 1780 to 1837. Topics may include the French Revolution represented in literature, the technological transformation of industry and commerce, nationalism and imperialism, Romantic Orientalism, and authors ranging from William Blake to Percy Shelley and Letitia Landon.

ENGL 5250. 19th Century British Lit

A graduate-level survey of nineteenth century British literature and literary culture, ca. 1780-1900. Typical areas of emphasis will include significant literary movements within the era, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

ENGL 5260. 20th/21st Century British Lit

An in-depth study of major movements, issues, or themes in British literature from 1900-1965. Topics may include but are not limited to modernism, war literature, literature between the wars, and minor literary movements such as Angry Young Men.

ENGL 5262. Victorian Literature

A rigorous study of literary works of major English writers from 1830-1900, with attention to the social, political, economic, and cultural contexts.

ENGL 5300. Literature by American Women

A study of traditions in texts by women authors, including British, American, or world texts. The course may cover a wide range of texts or focus on a single theme, genre, period, or literary movement.

ENGL 5350. Studies in Gender & Sexuality

A variable topics course that utilizes fictional and/or non-fiction texts. This course may focus on, but is not limited to, one or more themes, issues, or literary movements in American, British, or world cultures related to the studies of gender and/or sexuality.

ENGL 5400. African American Lit & Culture

A course focusing on the major movements, issues, or themes in the study of African American literature and culture from the 18th, 19th, 20th and 21st centuries. Topics may include but are not limited to modernism, postmodernism, African American womanism, Africana womanism, and other literary movements such as The Harlem Renaissance, The Black Arts Movement, The New Black Aesthetic, and/or major authors.

ENGL 5410. The African American Novel

A course focusing on the major movements, issues, or themes in the study of the African American Novel from the 19th, 20th and 21st centuries. Topics may include but are not limited to modernism, postmodernism, slave narrative, neo-slave narrative, the blues novel, and other literary movements such as The Harlem Renaissance, The Black Arts Movement, The New Black Aesthetic, and/or major authors.

ENGL 5450. Race & Ethnicity in Literature

An expansive course focusing on the major movements, issues, or themes in the study of race and ethnicity in literature and culture. Topics may include African American literature, post-war Jewish fiction, Native American literature, whiteness studies, Chicano/a Latino literature, Asian American literature, literature and racism, double consciousness, migration narratives, and comparative studies of racial and ethnic experience.

ENGL 5600. Composition Theory

This course is designed as an introduction to composition theory. It is designed for graduate students who wish to prepare for teaching in secondary and college educational settings and for those who wish to know more about composing theories and applications. Students will be introduced to bibliographical resources and research problems in composition; the interdisciplinary nature of college English teaching; the major texts and professional journals in rhetoric and composition studies; influential authors, teachers, leaders in the field; the 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 & Lit

A study of postcolonial literary theory and literature. Texts written in English from a variety of formerly colonized regions will be studied; including, but not limited to, Africa, the Caribbean, South and Southeast Asia, Ireland, Australia and New Zealand. The focus will be on such topics as imperialism, race, gender, ethnicity, nation, language, and representation.

ENGL 5700. Response to Writing

An introduction to one-on-one writing instruction (both online and face-to-face), classroom based writing consultancy, and theories that guide these practices. Students will write many kinds of documents, including essays about tutoring and consulting, and they will apply what they have learned in peer review situations. Additional readings will cover the history, theory, and practice of peer tutoring and its role in composition studies scholarship.

ENGL 5710. Modern and Contemporary Poetry

This course examines post-1900 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 poetry in any tradition in American, British, or World texts.

ENGL 5720. Modern American Literature

This course examines the major movements, issues and themes in the study of modern American literature. Topics may include Postmodernism; individual identity; race, class, and gender; dualism

and pluralism; magic realism, and/or major authors. Genres may include fiction, drama, memoir, and creative non-fiction.

ENGL 5730. Modern Drama

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

ENGL 5800. Special Topics

A graduate-level seminar on special topics important to professional, postgraduate liberal studies. Typical areas of emphasis will include significant literary movements within a particular era of American, British or post-colonial cultures, major authors, and/or attention to a specific genre. Course content will include some attention to historical context, research methods, and applied critical theory.

ENGL 5801. Special Topics

A graduate seminar on a special topic in English studies. The course can be offered as a seminar course or as an independent study.

ENGL 5802. Special Topics

A graduate seminar on a special topic in English studies. The course can be offered as a seminar course or as an independent study.

ENGL 5803. Special Topics

A graduate seminar on a special topic in English studies. The course can be offered as a seminar course or as an independent study.

ENGL 6300. Internship Teaching Col. Eng.

Practicum in teaching college writing and/or literature. English department faculty will work with interns as they develop and teach lessons in a college classroom. Participants may enroll for up to two semesters but must teach composition and literature if the course is repeated.

ENGL 6400. Directed Research in English

Individuals will develop their own research project and complete the research and writing by working with a graduate faculty member. Students will be guided in research methods and practical applications for academic writing and publishing.

ENGL 6995. Thesis Research

Research while enrolled for a master's degree in English under the direction of faculty members in the English Department. The candidate works under the direction and advice of a thesis director to produce a thesis research proposal including an in-depth review of literature.

ENGL 6999. Thesis Preparation

Thesis preparation while enrolled for a master's degree in English under the direction of faculty members in English Department. The candidate works under the direction and advice of a thesis director to produce the thesis.

ENVS 2202. Environmental Science

This course is an interdisciplinary course integrating principles from biology, chemistry, ecology, geology, and non-science disciplines as related to the interactions of humans and their environment. Issues of local, regional, and global concern will be used to help students explain scientific concepts and analyze practical solutions to complex environmental problems. Emphasis is placed on the study of ecosystems, human population growth, energy, pollution, and other environmental issues and important environmental regulations. For additional course information, visit <http://ecore.usg.edu/courses/description.php>

ESOL 4010. Applied Linguistics for ESOL

A study of the nature, structure, and diversity of language, emphasizing the phonological, syntactic, and semantic patterns of English in comparison and contrast with features of other selected languages. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought within the cultural framework of working with communities of non-native English speakers.

EXEL 4001. PACE Independent Study

This course provides students with the opportunity to apply disciplinary content to community engagement projects.

FILM 1520. Georgia Film Academy Course I

This course is the first of a two-course program that will provide an introduction to the skills used in on-set film production, including all forms of narrative media that utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences. Students will learn: film production organizational structure, job descriptions and duties in various film craft areas, names, uses and protocols related to various pieces of professional on-set film equipment. Students will also learn, through lecture and exercises, how the various film craft relate to one-another on a working set, as well as how and why they all must operate in sync. In addition, students will learn skills related to networking and self-marketing.

FILM 2100. Introduction to Film

A humanities-based approach to cinema as an art form, this course introduces the basic elements of motion-picture form: camerawork, editing, narrative, sound, and mise-en-scene. The course also locates contemporary filmmaking within historical and international contexts. Attendance is required for weekly out-of-class screenings.

FILM 2400. Digital Image Production

This hands-on course introduces students to camera-based imaging. Students learn basic composition and lighting techniques, principles of visual design, image processing and manipulation, and the basics of creating moving images through animation.

FILM 2420. Intro to Field Production

This essential, hands-on course introduces students to the production and distribution of digital media. Workshops, readings, and assignments teach the basic concepts employed in production, post-production, and distribution, as well as practical skills using professional equipment and post-production software. Students will create a number of projects in the course, which they can use on their demo reels.

FILM 2430. Storyboarding

Students will explore concepts of visual storytelling using a variety of tools including storyboarding and animatics. Students will develop knowledge of and approaches to designing pre-visualization materials that reflect the design, mood, action, and dialogue of a film or video project and which will tell the story most effectively.

FILM 2520. Georgia Film Academy Course II

This course is the second of a two-course program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in FILM 2510 will form a foundation for students to be able to perform at an entry-level on working productions. This course will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects. The course will be structured similar to a seminar or practicum.

FILM 2700. History of Cinema

This course introduces students to the evolution of motion pictures as an art form from the silent era to the present. It critically surveys historically important cinematic traditions across narrative, documentary, and/or experimental forms.

FILM 2800. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology

and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2801. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2802. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2803. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2804. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2805. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2806. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2807. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2808. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2809. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2810. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 2811. Lower Level Special Topics

This rotating topics course focuses on contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a film criticism topic.

FILM 3155. Cinematography

This intensive hands-on course introduces students to the artistic and technical operation of video cameras and related equipment used for motion picture production. Camera movement, composition, focus, exposure, file formats, in-camera image modifications, application of

post-production techniques in shaping the digital negative, and other elements of high-resolution image acquisition and processing are covered in this project-based course. Students will also learn the role of the Director of Photography and related positions on a film crew.

FILM 3340. National Cinemas I

This course closely studies the development of a specific national or regional cinema in terms of its aesthetic, theoretical, and socio-political dimensions. Topics range from the study of a historical period (the Russian silent era, for example), to an in-depth analysis of a single (The French New Wave), to the conceptualization of a specific national or regional cinema (e.g., Japanese, Indian, French, Mexican, Canadian, African, New Zealand, etc.).

FILM 3341. National Cinemas II

This course closely studies the development of a specific national or regional cinema in terms of its aesthetic, theoretical, and socio-political dimensions. Topics range from the study of a historical period (the Russian silent era, for example), to an in-depth analysis of a single movement (The French New Wave), to the conceptualization of a specific national or regional cinema (e.g., Japanese, Indian, French, Mexican, Canadian, African, New Zealand, etc.).

FILM 3342. National Cinemas III

This course closely studies the development of a specific national or regional cinema in terms of its aesthetic, theoretical, and socio-political dimensions. Topics range from the study of a historical period (the Russian silent era, for example), to an in-depth analysis of a single movement (The French New Wave), to the conceptualization of a specific national or regional cinema (e.g., Japanese, Indian, French, Mexican, Canadian, African, New Zealand, etc.).

FILM 3350. African American Cinema

This course studies the rich and diverse history of African American Cinema from the silent era to the present day. The course's primary texts of study are Independent films directed by African American filmmakers, occasionally considered in dialog with selected Hollywood representations of African Americans. The course particularly emphasizes Black Film Aesthetics as a politics of representation and counter-representation—the ways in which film is used as a medium of protest, resistance, and cultural affirmation.

FILM 3360. Deconstructing Disney

This course studies how Disney films reflect and skew the traditional fairy tales on which they are based, in order to further discern how Disney constructs its ideologies and promotes particular identities. Disney created these films within particular historical and cultural contexts; as such, the course considers how their creative circumstances from the 1930s right up to the present day yielded their particular intersections of race, gender, class, sexuality, ability, capitalism, and nation. Additionally, the course considers how audiences can interpret these popular cultural texts in ways not necessarily designed or even forethought by Disney.

FILM 3410. Lighting for Motion Pictures

This studio course introduces the aesthetic conventions and technical skills of motion-picture lighting, including instruments, equipment, and techniques used for in-studio and on-location settings. Students will learn the process behind production lighting and demonstrate the ability to achieve a professional-quality video image.

FILM 3420. Audio Recording & Sound Design

This studio course introduces the aesthetic conventions and technical skills of recorded sound. Assignments include field recording for audio media (e.g. radio and podcasting) and video, along with post-production sound design for moving images, including the preparation of dialog, sound effects, and music tracks.

FILM 3480. Producing

The course will explore the role of the film producer with focus on both the creative and organizational techniques of producing. Students will explore and put into practice the detailed preparation that precedes a film or television shoot and will learn the proper pre-production techniques to ensure a successful project.

FILM 3490. Directing

This is a hands-on course in directing, and theoretical class based on lectures, readings, and presentations. Students will learn the role of a director and execute basic directing techniques. They will learn visual storytelling, shot design, and how to cast and direct actors.

FILM 3520. On-set Internship

This course will allow students to gain experience working on the set of a feature film or television program.

FILM 3700. Great Directors

This revolving topics course analyzes and discusses historically important films by great international directors. It considers the role of the director in the creation of excellent films: personal "auteurist" styles, cinematic strategies, and typical themes.

FILM 3820. Screenwriting

In this course, students will study the mechanics of screenwriting. The course explores dramatic structure including film language, story, and character development. Students will analyze and apply various techniques in writing for the screen.

FILM 3850. Motion Graphics

This course focuses on the basic principles and practices of motion graphics, including design and composition, storyboarding and planning, compositing, and sequencing. Students will be introduced to current software and concepts used in the production of motion pictures, television, and networked media. Students should expect to spend additional time in the lab outside of the scheduled class time.

FILM 4310. Film Analysis and Criticism

This course continues the humanities-based approach to cinema begun in Introduction to Film, now in a writing-intensive format. Through weekly writing assignments students master the analysis of motion-picture form, including camerawork, editing, narrative, sound, and mise-en-scene. The course also considers multiple approaches to film theory and criticism within historical and international contexts. Attendance is required for weekly out-of-class screenings.

FILM 4320. Women and Film

This course explores the role of women in cinema as on-screen representation, as spectators, and as filmmakers. We will study selected films and readings particularly in light of women's gender, class, race, and sexuality.

FILM 4330. Film Genres I

An analysis of specific genres of American and international cinema, focusing on the conventions and icons of those genres and examining significant films within them.

FILM 4331. Film Genres II

An analysis of specific genres of American and international cinema, focusing on the conventions and icons of those genres and examining significant films within them.

FILM 4332. Film Genres III

An analysis of specific genres of American and international cinema, focusing on the conventions and icons of those genres and examining significant films within them.

FILM 4410. Digital Video Production

An introduction to the three phases of digital video creation: pre-production, production, and post-production. Students will be required to attend events (e.g., video shoots) scheduled outside of regular class hours.

FILM 4420. Visual Effects

Students will learn to use a variety of approaches including the proper design and integration of 2D and 3D effects as well as green screen and compositing workflows to achieve seamless, narrative-driven, visual effects sequences. Students will use industry-standard software to create vivid, realistic, and seamlessly integrated final projects.

FILM 4430. Advanced Lighting

This course focuses on mastery of advanced elements of narrative motion picture lighting. The course covers the visual and emotional qualities of light, how to apply different approaches and employ a variety of equipment and tools in lighting for character, commercial/corporate, and narrative scenes. The course examines and provides students on-set experience in the role of the lighting director, gaffer, and other crew positions.

FILM 4440. Advanced Visual Effects

Students design and create multiple effects-based projects based on advanced compositing and visual effects techniques. Topics include 3D modeling, digital mattes, pre-visualization tools for seamless preview and production of effects on-set, and integration of effects as elements of the production and post-production environments.

FILM 4450. Digital Video Post-Production

Through lectures, demonstrations, and hands-on exercises, students master the basic terminology, and skills of digital post production, with an emphasis on nonlinear video editing. Fundamentals of visual storytelling-including continuity, pacing, and dramatic structure-are emphasized.

FILM 4460. Video Post-Production II

In this advanced class, students will study the narrative-specific use of color grading, compositing, motion tracking, titles and graphics as well as other industry-standard methods for professionally finishing a film or video project. Digital mattes, painting, 3D modeling and other visual effects tools and techniques will also be touched upon and used by students to enhance narrative film and video.

FILM 4480. Video Production II

This advanced course in video production gives students experience with advanced visual storytelling, directing, lighting and sound. Students will develop, produce, and direct short narrative projects while working in three other crew positions on student films. Students will learn on-set etiquette, the role of the Assistant Director, Director of Photography, Director, and Assistant Camera.

FILM 4490. Modes of Video Production I

This studio course in digital video production investigates modes of digital production, including fiction, documentary, experimental, personal narrative, web video, and interactive media, teaching fundamental terms and concepts while providing students with hands-on hardware and software skills. Students will be required to attend events (e.g. video shoots) scheduled outside of regular class hours.

FILM 4491. Modes of Video Production II

This studio course in digital video production investigates modes of digital production, including fiction, documentary, experimental, personal narrative, web video, and interactive media, teaching fundamental terms and concepts while providing students with hands-on hardware and software skills. Students will be required to attend events (e.g. video shoots) scheduled outside of regular class hours.

FILM 4492. Modes of Video Production III

This studio course in digital video production investigates modes of digital production, including fiction, documentary, experimental, personal narrative, web video, and interactive media, teaching fundamental terms and concepts while providing students with hands-on hardware and software skills. Students will be required to attend events (e.g. video shoots) scheduled outside of regular class hours.

FILM 4800. Special Topics I

This rotating topics course focuses on either contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a media criticism topic.

FILM 4801. Special Topics II

This rotating topics course focuses on either contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a media criticism topic.

FILM 4802. Special Topics III

This rotating topics course focuses on either contemporary production practices in film and television and teaches fundamental terminology and concepts through hands-on hardware and software skills or on a media criticism topic.

FILM 4901. Internship/Exper. Learning I

This course will allow students to earn credit for participating in film and media industry activities. Students may volunteer for film/media conferences or events, attend speakers and special presentations, work on-set for film/media productions, and/or take part in other faculty-approved activities. A minimum number of hours will be required for each credit hour and the work must be documented.

FILM 4902. Internship/Exper. Learning II

This course will allow students to earn credit for participating in film and media industry activities. Students may volunteer for film/media conferences or events, attend speakers and special presentations, work on-set for film/media productions, and/or take part in other faculty-approved activities. A minimum number of hours will be required for each credit hour and the work must be documented.

FILM 4903. Sem in Contemp Filmmaking

This advanced seminar will bring a rotating selection of film and media industry professionals to campus for master-class style workshops with seminar participants. Visiting professionals will also give public lectures highlighting best-practices and career advice for students and the wider film community.

FILM 4904. Portfolio Class

This course will provide students the opportunity to shape their best film and video work into a cohesive and career-ready portfolio. Students will meet with faculty as needed for input and direction and will publish the portfolio of their work online after a review by faculty and industry professionals.

FINA 3100. Personal Financial Management

This course is designed to give a student the knowledge and framework for developing a personal financial plan suitable for different stages of life. It will also give business students a basic understanding of the complexities that must be addressed by management on behalf of employees within the work environment. The course addresses topics such as insurance, investments, loans, and retirement planning. It is also open to all majors.

FINA 3101. Corporate Finance

An introduction to the principles of financial management, including capital budgeting, the cost of capital, acquisition of funds, and capital structure strategies of the non-financial corporation.

FINA 4101. Investments

The principles of investment in stocks, bonds and other markets, including the study of portfolio management.

FINA 4102. Intermediate Finance

A continuation of FINA 3101. A study of long-term financing and capital structure decisions, and short term financial planning and working capital management. Additional topics include cost of capital, capital budgeting mergers and acquisitions and international finance.

FINA 4103. Money-Bank.: Domestic & Intl.

An introductory study of the types and functions of money and financial intermediaries, money creation and control, monetary and fiscal policy, international finance, and the effects of these upon domestic incomes, employment, prices, and interest rates.

FINA 4104. International Financial Mgmt.

This course is an introduction to the concepts and skills need for financial management in an international setting. Topics covered are investments, financing, and working capital decisions.

FINA 4105. Derivative Securities

This course intends to provide students with a basic understanding of the derivative securities, the pricing of financial derivatives, and their use in financial risk management. The course will discuss the valuation of forward/futures contracts, options and swaps, trading strategies, Greeks, and Value at Risk (VaR). Additionally, the course will cover how to use derivatives to manage various types of risks, such as interest rate, exchange rate, and commodity risks.

FINA 4800. Special Topics in Finance

This course will involve a detailed examination of selected topics in finance.

FINA 5100. Finance

This course will apply tools, techniques and theories of finance to actual business and investment decisions with consideration to ethical issues. Students will apply tools and techniques to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, and understand the relationship between capital structure, risk, and the cost of capital. A variety of pedagogical vehicles will be used including problem solving, case studies, lectures, and projects.

FOSC 1101. Survey of Forensic Science

This course presents a survey of the field of forensic science. Topics will cover the various forensic techniques used in criminal investigations. Case studies will be presented.

FOSC 3100. Crime Scene Investigation

This course will provide students with contemporary techniques utilized in the science of crime scene investigation.

FOSC 3101. Lab Techniques in Forensic Sci

The course will cover content related to various laboratory methods used to analyze and evaluate evidence in civil and criminal cases.

FOSC 4500. Senior Capstone in Forensics

This course is designed to expose students to the most advanced information available in the field of Criminal Justice and Forensic Science. Through a combination of lectures from forensic experts representing various law enforcement, crime laboratories, and investigative agencies, and an individualized senior research project, students will have the opportunity to research a subject within forensic science and will be taught how to utilize this information during their coming professional careers.

FOSC 4700. Advanced Investigation

This course will provide students with an in-depth examination of selected topics in forensic science. The topic will rotate every semester. Topics may include sex crimes, drugs of abuse, blood distribution and splatter, forensic analysis of DNA, biological evidence and serology.

FREN 1001. Elementary French I

Introduction to listening, speaking, reading, and writing in French and to the culture of French speaking regions. Open to native speakers of French only by permission of the Department of Humanities.

FREN 1002. Elementary French II

Continued listening, speaking, reading, and writing French with further study of the culture of French speaking regions. Open to native speakers of French only by permission of the Department of Humanities.

FREN 2001. Intermediate French I

Grammar review and continued development of the student's reading, conversation and composition skills, with readings from Francophone literary sources. Open to native speakers of French only by permission of the Department of Humanities.

FREN 2002. Intermediate French II

Grammar review and continued development of the student's reading, conversation, and composition skills, with readings of a more difficult nature than those previously encountered by the student. Open to

native speakers of French only by permission of the Department of Humanities.

FREN 2010. Intermediate Conversation

A study of conversational techniques, integrating grammatical structures and appropriate vocabulary. Emphasis is given to practicing spoken French and to using audio programs to increase listening comprehension. Attention is also given to pronunciation and phonetics. Course conducted in French. Open to native speakers of French only by permission of the Department of Humanities.

FREN 3000. French Grammar & Composition

This course will improve the student's command of the French language through an advanced study of grammar, syntax, and vocabulary via the consideration of a variety of texts and styles, with refinement of writing skills through the composition of multiple drafts of essays ranging in subject and length from a descriptive paragraph to a literary research paper. Conducted in French.

FREN 3001. French Conversation

A study of conversational techniques, integrating grammatical structures and appropriate vocabulary. Emphasis is given to practicing spoken French and to using audio programs to increase listening comprehension. Attention is also given to pronunciations and phonetics. Conducted in French.

FREN 3002. French Composition

A thorough review and expansion of the main grammatical concepts, rules and applications studied in FREN 1001, 1002, 2001, and 2002 courses. A practical application of grammar study through translations (English to French), formal/informal writing, listening and speaking, and refinement of self-editing skills. Conducted in French.

FREN 3101. French Conversation

This course will refine and develop students oral and comprehension skills. Acquiring a more precise vocabulary ranging from the colloquial to the most refined of discourses, students will be able to recognize and use words and expressions in the proper register for a variety of situations. Conducted in French.

FREN 3110. French Culture & Civilization

This course will introduce students to the historical, sociological, philosophical, literary, and artistic developments of France from the Revolution to modern times. Conducted in French.

FREN 3120. French Culture & Civilization II

This course will introduce students to the historical, sociological, philosophical, literary, and artistic developments of France from the Revolution to modern times. Conducted in French.

FREN 3150. French Culture & Civilization

A survey of the historical, sociological, philosophical, literary, and artistic developments of France and neighboring French-speaking European countries up to modern times. Conducted in French.

FREN 3160. Francophone Culture & Civ

A survey of the historical, sociological, philosophical, literary, and artistic developments of the Francophone world. Conducted in French.

FREN 3201. Approaches to Literature

The development of students' reading and writing skills along with knowledge of the major literary genres and literary thought. Texts are from traditional and contemporary sources (selections of prose, poetry, and theater). Conducted in French.

FREN 3250. Survey of French Literature

Selected major literary works, authors, and literary movements of France from the Middle Ages to the present. Conducted in French.

FREN 3260. Survey of Francophone Lit

Selected major literary works, authors, and literary movements of the Francophone world. Conducted in French.

FREN 3300. French Phonetics and Phonology

Study of phonetic principles and their applications. Conducted in French.

FREN 3400. Culture, Business, Society

A study of culture as it relates to business practices in the French speaking world. A variety of authentic media sources will be used. Emphasis will be put on listening comprehension and translation as well as on business correspondence. Conducted in French.

FREN 3999. Study-Abroad

An intensive study of French language and culture in the native environment. Designed for students who participate in University System-approved programs, in-house study-abroad programs, or in any other comparable program for which approval has been given prior to the study abroad.

FREN 4001. Advanced French Conversation

An advanced study of spoken and written French, with emphasis on oral and written communication strategies, including the interpersonal and presentational modes, for communication in Francophone contexts. Attention is given to the grammatical structure of language. Conducted in French.

FREN 4002. Advanced French Composition

An advanced study of grammar, syntax, and vocabulary with refinement of writing skills through composition. Conducted in French.

FREN 4030. Intro to French Literature

This course will introduce students to selected, thematic readings of French and Francophone texts in their social, historical, and linguistic context, with an emphasis in teaching students to read critically and develop their analytical writing ability. Conducted in French.

FREN 4200. The Francophone World

Within a framework concerning the historical and conceptual aspects of la Francophonie, students will study the cultures and literatures of countries or regions where French is used either as an official language or is the language of a significant segment of the population. In the second part of the semester, the course will concentrate on one specific area (for instance, the Caribbean, or West Africa, or Quebec, etc., on a rotating basis). Conducted in French.

FREN 4210. Business French

An introduction to the economic and business practices of contemporary France and the Francophone world. Conducted in French.

FREN 4800. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4801. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4802. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4803. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4804. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4805. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4806. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4807. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4808. Special Topics in French

This course studies particular topics or themes in French or Francophone language, literature, culture or civilization not covered in other upper-division French classes. Conducted in French.

FREN 4950. Directed Study

Special topics in French and Francophone language, literature, civilization, or culture. May be repeated up to a maximum of 9 hours if topics are different. Conducted in French.

FREN 4960. Study Abroad

An intensive study of French language and culture in the native environment. Designed for students who participate in University System-approved programs, in-house study-abroad programs, or in any other comparable program for which approval has been given prior to the study abroad.

FREN 4980. Community Practicum/Internship

A practical application of students' skills in French. Students will either tutor students enrolled in public or private schools or complete a research project that requires extensive use of all language skills.

FREN 4991. Senior Seminar

An all-inclusive communication skills course. This course focuses on the four basic skills: reading, writing, listening and speaking. Conducted in French.

FREN 4999. Study-Abroad

An intensive study of French language and culture in the native environment. Designed for students who participate in University System-approved programs, in-house study-abroad programs, or in any other comparable program for which approval has been given prior to the study abroad.

GEOL 1011. Introductory Geosciences

Acquaints students with geological concepts, processes, and earth materials and their effects on mankind and the environment. Topics include rocks and minerals, volcanoes, earthquakes, rivers, glaciers and the dynamic forces that move continents, build mountains, and create ocean basins.

GEOL 1011L. Introductory Geosciences Lab

Laboratory to accompany GEOL 1011

HCMG 3101. Intro to Health Systems Mgmt.

This course is designed to introduce the student to the application of principles of management to health systems organizations. Field-based experience will allow the student to apply principles of organizational theory and behavioral aspects of management across a variety of health care settings.

HCMG 3320. Healthcare Economics

This course provides students with an overview of the economic influences and underpinnings of the health care delivery system. It looks at the importance of economics in health decisions, both demand and supply-side factors, and how public influences the economics of healthcare.

HCMG 3340. Healthcare Information Tech.

This course is designed to provide a broad understanding needed by healthcare managers of the critical role information technologies and systems play in healthcare organizations. The focus is on the underlying technologies including hardware, applications, the Internet, and E-Health; planning and project management and the future of information technology in healthcare management.

HCMG 3401. Applied HR Mgt./Hlth Care Del.

This course provides students with the basic skills and applications of human resource management in the health care delivery field. Students will study the basics of recruitment, selection, training, retention, motivation, and conflict resolution. Legal and ethical issues in health care as well as timely topics and problems in today's health care environment will be focused.

HCMG 3501. Health Care Systems/TQM

This course is designed to apply principles of total quality management to health care organizations.

HCMG 3601. Intro to Mental Health/Case Mg

This course will provide students with the opportunity to examine the current mental health system including historical perspectives, medical advances, and populations in need of mental health services and/or case management. A model for mental health care management is introduced.

HCMG 3701. Intro to Epidemiology

This course provides the beginning public health or health care professional with an introduction to the science of Epidemiology. The course will explore the use of Epidemiology in general health care as well as in public health. It will focus on the development of Epidemiology, concepts and elements of infectious and chronic disease, measure and study design for epidemiological research. Students will gain knowledge about developing preventative programs and addressing ongoing health concerns overall using epidemiological data. All students taking this course should have a proficiency in PowerPoint, Microsoft Word, and access to e-mail for communication purposes during the course. Other skills needed are research, ability to work in a group setting, decision making skills, writing and presentation skills.

HCMG 3901. Marketing in Health Care

This course is designed to give the HCMG student an overview of basic marketing principles and then apply them to the health care field. Analysis of the diversity of the health care consumer's definition of care is highlighted along with the need to distinguish between individual patients versus corporate America as a customer.

HCMG 4110. Administration of Managed Care

Advanced study of methods of designing, changing, managing and evaluating managed care organizations.

HCMG 4180. Health in Corporate Settings

This course explores the issues of health and safety in the workplace. Emphasis is placed on prevention of work-related disease or illness and promotion of wellness. Concepts related to employee assessment and retention, environmental health hazards, prevention of occupational disease, wellness programs, insurance issues, ergonomics, and government standards are presented.

HCMG 4220. International Health Systems

This course is designed to investigate the basic principles and fundamentals of international health care systems including, but not limited to Canada, Great Britain, Germany, and Japan. Emphasis will be placed on historical, social, political, and structural factors, differences in financing and delivery mechanisms, expenditures, providers, types of services, comparisons with United States impact of technology, research and quality assessment. Additionally, issues of cost, utilization and access will be examined in light of current market conditions, future trends, and health care policy in each country.

HCMG 4310. Public Health Administration

This course provides the student with an introduction to public health administration, an understanding of how public health programs are

initiated and administered at the federal and state levels. The objectives of the course will be achieved through lecture, guest speakers, student projects, Internet, and final exams.

HCMG 4401. Intro Primary/Long Term Care

This course is designed to help the health care management student appreciate the difference in the scope of services provided in ambulatory/primary care sites as compared to the types of health care services often available in long-term care entities.

HCMG 4500. Health Care Policy

This is a senior level required course for all health care management students. The course will consist of in-depth study of four major health care policy areas of the U.S. healthcare system.

HCMG 4560. Health Care Finance

Provides opportunity to examine factors affecting the financing of health care. Current systems of financing health care are discussed. Budgetary concepts, financial management, cost accounting and management under rate control and competition presented and analyzed. Differences between goods and service industries are analyzed.

HCMG 4565. Fin. Mgmt. -Primary/LTC Orgs.

This is a follow up course to the introduction for Primary Care/Long-Term Care or primary care facility.

HCMG 4901. Applied Research

Applied Research provides the novice researcher with skills in identifying appropriate research studies, understanding the development of a research proposal and the basic concepts of research in the health care setting.

HCMG 4970. Health Care MGMT Internship/Pr

Individually designed learning program involving field experiences in a health care setting. Program of study and student supervision must be approved by the internship director. (Practice hours may vary according to student experience in field.)

HCMG 4999. Capstone in Health Care Mgmt.

This is the capstone course for the Health Care Management Program. The course will synthesize and summarize the materials of the Program coursework. Discussions will also be conducted on the state of the field today and projections for the future. This course must be taken the last semester before graduation.

HCMG 5010. Healthcare Statistics

This course will introduce graduate students to the theory, application and use of computer based statistics. Applications include the use of a standard database that will assist students in the process of developing computer experiments using a statistical software package. The student's computer will be used extensively in this course and students are required to demonstrate proficiency in the use of WebCT, Word or email, as well as EXCEL and SPSS.

HCMG 5020. Health Econometrics

This graduate course deals with the topic of health economics. This topic is significant in today's healthcare market. It will be essential to your success in this class that you keep up with the reading assignments and participate in the discussions. The primary goal is to provide both cognitive and affective knowledge, skills and potential abilities in health economics for health organizations. A working knowledge of health econometrics will be a major goal of this course to help prepare for a master's program.

HCMG 5030. Healthcare Accounting

This graduate course is designed to provide the opportunity for students to examine factors affecting the financing and accounting of health care. Current systems of financing health care are discussed along with budgetary concepts, financial management, cost accounting and ratios, and management under rate control and competition. The differences between goods and service industries are discussed. All students taking this course should have proficiency in Power Point, Microsoft Word and access to email for

communication purposes during the course. Also, students must have access to EXCEL for ratio analysis.

HCMG 5100. Health Systems Administration

This course will provide administrative concepts and theories within United States health care systems. The history and evolution of the systems will be discussed and the current state of health care delivery will be analyzed. The political, legal, and financial issues that impact health care will be considered. The course will discuss and assess the different types of health care providers and their roles in the systems.

HCMG 5200. Healthcare Law and Ethics

This course emphasizes the past, current and potential future law issues in health care. An emphasis is placed on organizational and business law pertaining to healthcare delivery as well as social law and the framework of both civil and criminal courts. This course also presents the broad range of ethical domain and issues that arise in health care delivery. Students will be required to critically evaluate regulations, laws, and practices that influence health care delivery.

HCMG 5300. Human Resource Mgmt-Hlth. Care

The emphasis in this course will be on the understanding of the vital nature of human resources in health care delivery. This course will focus not only on recruitment, selection, and training issues, but also on how human resource management needs to be integrated into the strategic planning of the organization. Legal, ethical, and labor issues will be discussed, as well as the use of motivation and power.

HCMG 5400. Organ. Behavior in Health Care

The current trends in health care organizations and organizational development will be discussed and analyzed in this course. This discussion will consider the dramatic changes that have occurred in health care delivery over the last century. Particular attention will be given to health care marketing, the relationships between providers and organizations, health care outcomes, and quality.

HCMG 5500. Hlth. Econ. & Fin. Mgmt.

This course will examine the economic and financial issues that are unique to organizations in health care delivery. will include looking at the rules, regulations, policies, and procedures that affect the economic and financial management of health care. In addition, reimbursement issues will be discussed, as will the current and future considerations of paying for health care.

HCMG 5501. International Healthcare Issue

This course will compare health care systems in different countries and focus on differences and similarities. Attention will be given to systems that appear to work and how the tenets of these systems may be incorporated into the U.S. health care system.

HCMG 5600. Health Care Marketing

The crucial issues of marketing in health care will be examined and discussed. The course will emphasize to whom and how health care should be marketed. Consumer behavior, market research, target marketing, and marketing to primary payers will be analyzed.

HCMG 5650. Public Health Organizations

This course will discuss the important interaction between public health and health care delivery. It will also consider expanding the role of public health to make health care delivery more holistic. It will also deal with the history, purpose, and strengths of the public health care system.

HCMG 5700. Research Statistics & Methods

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

This course emphasizes the unique administration issues in long term care facilities. Students will explore the different milieus for both physically and cognitively impaired residents and the impact upon costs and reimbursement (e.g., RUGS). An emphasis will be placed on practicing for the NHA (NAB) licensure exam and preparation for Administrator in Training (AIT) program requirements.

HCMG 5750. Hlthcare Regulatory Compliance

This course is intended to address the unique issues of regulatory compliance in the health care fields, including HIPAA, OIG, NHI, and FDA (GMP and GCP).

HCMG 5850. Directed Study in Health Adm

Study arranged with an instructor allowing the student to select an area of interest to further enhance their knowledge, experience and options.

HCMG 5950. Healthcare Economics

This course introduces students to economic principles used to analyze the behavior of consumers, healthcare providers, health insurers and policymakers and their interactions that determine the allocation of scarce resources and the production and consumption of healthcare services. In this course healthcare economics is taught as a discipline to be used as a healthcare managerial tool to optimize resource allocation at both the organizational and health policy levels. Emphasis is given to the uniqueness of the economics of the healthcare sector in the United States. Students are expected to develop an appreciation of the healthcare economics research surrounding pivotal issues in the healthcare sector.

HCMG 6000. Health, Finance & Economics

This course will examine the financial and economic issues that are unique to organizations in health care delivery. It will include looking at the rules, regulations, policies, and procedures that affect the financial management of health care organizations. In addition, reimbursement issues will be discussed, as will the current and future economic considerations of paying for health care.

HCMG 6100. Information Mgmt.-Health Care

This course will provide an understanding of the different information systems designed to improve health care delivery and their use in the management of health care organizations. Students will examine the current status of information systems within health care and also explore possible advanced uses of informational systems to monitor patient outcomes, financial stability and marketing information.

HCMG 6103. SAS Programming for Healthcare

In this course, students will learn how to use the Statistical Analysis System (SAS) to import health data from other systems, and to build health databases with SAS for improved health care analytics, planning, management, and decision making. The Area Health Resource Files (AHRF) from the US Department of Health Services Administration is a comprehensive collection of county, state, and national health data resources drawn from over 50 sources on healthcare professions, hospital and healthcare facilities, population, and environmental data, and the AHRF will be the used as the primary health data source in learning how to use SAS for programming in health informatics, health planning, and health decision making.

HCMG 6150. Healthcare Reimb & Fin Mgt

An introduction to healthcare reimbursement/financial management principles for health care managers. Core topics include historical reimbursement systems, managed care, budgeting, analysis of financial statements, and general financial management principles.

HCMG 6200. Strategic Plan.-Hlth.Care Org.

This course will provide a discussion of the philosophy, models, and methods of how to effect strategic planning in health care delivery institutions. Additionally, the course will consider how strategic planning impacts on marketing and management decisions.

HCMG 6301. Health Care Marketing

The crucial issues of marketing in health care will be examined and discussed. The course will emphasize to whom and how health care

should be marketed. Consumer behavior, market research, target marketing, and marketing to primary payers will be analyzed

HCMG 6500. Managerial Epidemiology

The factors, determinants of health status and collection of pertinent data will be considered within a management frame- work. The student will examine how epidemiological data can be used to determine the impact of illness on populations, to develop programs or interventions to reduce prevalence of illness and to predict populations' health outcomes.

HCMG 6650. Research Statistics and Method

This course will explore the theory, application, interpretation and use of statistical information in health care management and health services research. Students will also master the application of statistical data in the management of health care organizations, (e.g., financial data, patient statistical data and utilization information). Descriptive, correlation and multiple regression methods will be presented and used in multiple projects.

HCMG 6700. Health Care Policy

This course will consider current topics in health care policy. Additionally, it will deal with policy and management issues and their evolutions and implications to both domestic and international health care delivery systems.

HCMG 6801. Healthcare Law

This course emphasizes the past, current and potential future law issues in health care. An emphasis is placed on organizational and business law pertaining to healthcare delivery as well as social law and the framework of both civil and criminal courts.

HCMG 6850. Adv Qlty Sys for Hlth Leaders

Provides an in-depth coverage of systems theory and tools for health care organizations as presented by Deming, Goldratt, Senge and of other organizational quality systems thinkers. The purpose of this course is to help the student understand the system and cultural changes necessary to transform a bureaucratic organization into a learning organization. Major emphasis is given to learning the use of the logical thinking tools necessary to accomplish such a complex task in a health services organization environment.

HCMG 6900. Stratetic Mgmt of HC Orgs

Strategic management concepts applied to healthcare organizations including a discussion of the philosophy, models, and methods of how to effect strategic planning. Topics include mission and vision statement development, external environmental assessment and determination of opportunities and threats, internal environmental analysis and determination of strengths and weaknesses, linking strategy and budgets through business planning, establishing the culture for strategic leadership, and strategic control. Students complete and present a strategic plan for an actual health care organization.

HCMG 6950. Independent Research in Health

Independent studies to enhance student learning on chosen topics.

HCMG 6990. Health Admin. Internship

Students apply concepts and skills learned in the classroom to the practice of health care management. In the internship, students are expected to complete required hours of experience, including a project in a health care organization related to their career goals. Students may enroll in two subsequent semesters.

HCMG 6999. Project/Thesis in Hlth Adm.

This course is a faculty-guided project/thesis that addresses a significant problem or issue in health administration. The project is applied research that synthesizes knowledge and information regarding a management issue and develops, implements, and evaluates a management intervention/solution. The thesis is a theory based research process using primary or secondary data analysis. The project/thesis support the synthesis of knowledge and information from previous courses.

HCMG 7000. H.C. Admin.Pract. Residency

This course provides a residency experience in health care administration for students who require this exposure. Students will be given a structured health management program in an existing healthcare delivery system.

HCMG 7001. Project/Thesis Completion

Completion of the thesis and defends the thesis.

HFMG 1001. Group Exercise

This course is designed to increase the knowledge, understanding, and values of aerobic activity. This course is composed of a nonstop series of routines, which emphasize continuous, vigorous movements. Also included will be flexibility and body toning exercises performed to music. The class will include a variety of aerobic styles.

HFMG 1003. Introduction to Basketball

This course will concentrate on beginning basketball skills development including shooting, passing, dribbling, rebounding, and defending; court play will be included. Additionally, basketball history, rules and etiquette will be covered. Students must purchase a whistle for use during officiating sessions and furnish appropriate attire, including smooth-soled, non-marking athletic shoes.

HFMG 1006. Fit for Life: Jogging

This course is designed to increase student's knowledge and understanding regarding the value of properly performed cardiorespiratory conditioning exercises, primarily running for fitness. Specifically, this course is designed to introduce students to the proper fundamentals and techniques utilized in an aerobic conditioning program. Students will participate in a running program to enhance aerobic fitness.

HFMG 1009. Beginning Tennis

The course is structured for the beginning tennis student. The course will emphasize the forehand, backhand, serve, rules, scoring and etiquette. Students furnish appropriate attire and smooth-soled tennis shoes. Students must provide a tennis racket.

HFMG 1010. Fit for Life: Walking

This course is designed to increase students' knowledge and understanding regarding the value of properly performed cardiorespiratory conditioning exercises, primarily walking for fitness. Specifically, this course is designed to introduce students to the proper fundamentals and techniques utilized in an aerobic conditioning program. Students will participate in a walking program to enhance aerobic fitness.

HFMG 1011. Weight Training for Fitness

This course is structured for the beginning weight lifting student. It is designed to increase the knowledge, understanding, and values of properly performed weight training exercises. A variety of exercises will be performed with the emphasis on technique and safety. Students furnish appropriate attire and properly soled athletic shoes.

HFMG 1013. Beach Volleyball

Beach volleyball will concentrate on skill development of the pass and the serve, dynamics of the game, general rules and physical preparation in an outdoor setting.

HFMG 1101. Survey-Health & Fitness Prof.

An introduction to professional career opportunities available in the fields of health and fitness.

HFMG 2001. Intro-Master Fitness Trainer

This course is a contemporary study of U.S. military health, physical fitness, and weight control programs, publications, policies, and research applications all designed to: (1) prepare military warriors for combat operations within various environmental conditions, (2) promote and practice healthy lifestyles during peacetime, and (3) administer wellness assessments in accordance with (IAW) branch-specific regulations, field manuals, and software.

HFMG 2110. First Aid & CPR

This course is designed to teach the student basic first aid and emergency management procedures and skills for a variety of injuries and sudden illnesses. The course contains both a lecture and practical component. Certification in first aid and CPR will be awarded upon the satisfactory completion of the written and practical course requirements.

HFMG 3101. Kinesiology

A study of human movement. Topics will include, but are not limited to, structural anatomy, biomechanics, and neuro-physiology. The biomechanical etiology of various injuries will be studied.

HFMG 3102. Exercise Physiology

A study of physiological responses of the human body to exercise. Topics will include, but are not limited to, the neuromuscular, cardiovascular, respiratory, metabolic, hormonal, and thermal responses and adaptations to exercise.

HFMG 3110. Personal Health & Wellness

An introduction to a variety of topics concerning health and wellness. Topics will include, but are not limited to, wellness and lifestyle management, basic principles of physical fitness, nutrition, weight management, stress management, sexually transmitted diseases, substance use and abuse and chronic diseases.

HFMG 3120. Prevention,Care&Rehab-Injuries

An introduction to the principles of injury prevention, care and rehabilitation. Emphasis is placed on orthopedic injuries/conditions to the extremities. An opportunity to obtain certifications in standard first aid adult CPR is available through this course.

HFMG 3121. Injury Prevention & Rehab

This course is designed to provide a fundamental understanding of the most common musculoskeletal injuries of the spine and extremities. Broad-based methods of rehabilitation for these regions will also be taught. The course contains both a lecture and lab component.

HFMG 3130. Principles of Fitness

A study of the role of physical activity on health and the design of conditioning programs across populations from the very young to the elderly, from the able-bodied to the physically challenged.

HFMG 3140. Exercise Testing & Prescript.

An emphasis on the proper knowledge and skills required to conduct health and fitness testing. A variety of assessments principles and techniques are covered with a focus on both measurement expertise and safe and effective exercise prescription.

HFMG 3382. Substance Use in Hlth Fitness

This course will provide students with the background to determine the safety and efficacy of nutritional supplements and ergogenic aids. This course will also provide students with an understanding of the most commonly used nutritional supplements and ergogenic aids. This course will also examine the physiological mechanisms, as well as the risks and benefits, of these substances.

HFMG 3970. Practicum in Health & Fitness

This practicum course enables HFMG students to expand their clinical expertise for a total of 225 hours during the semester and broaden their exposure to the roles of fitness specialists.

HFMG 4060. Personal Nutrition for Health

The goal of this course is to promote healthful eating and physical activity by using information from the Dietary Guidelines for Americans and food labels. Students will learn how to identify, purchase, and prepare healthful foods. Course information presents a wide variety of topics including cultural diversity, the obesity epidemic, food technology and safety of our food supply.

HFMG 4110. Health Fitness Management

The study of the management and operation of programs and facilities in the health fitness field. The topics will include, but are not limited to, the planning, designing, constructing, equipping, and staffing of health

fitness facilities. Management theories and operational models for health fitness programs will also be covered.

HFMG 4400. Exercise & Sport Psychology

The goal of this course is to discuss professional and ethical issues relevant to the practice of sport psychology. Students will study different methods to understand and evaluate psychological aspects of sport performance. Students will learn how to enhance exercise and health behavior change as well as how to increase motivation. Knowledge of different counseling approaches and the effects of exercise on anxiety, eating disorder, self-esteem and psychophysiology will be studied. Referrals to a medical/mental allied health professional will be discussed.

HFMG 4800. Selected Topics Health/Fitness

A detailed examination of selected topics and research pertinent to the field of Health & Fitness Management. Topics and instructor will vary.

HFMG 4970. Health & Fitness Internship/Pr

Students enrolled in Health & Fitness Management bachelor of Science degree program are required to complete an internship related to their area of study. Students must have completed all Health & Fitness Management core classes prior to enrollment in the internship program. The purpose of the internship is to provide a mechanism for students to assimilate learning experiences in the classroom with real world situations. The internship consists of an experiential learning experience for 15 hours per week for the entire semester in Health & Fitness focus of the student's choice. Students are expected to arrange their own internships after consulting with their advisor. There are some agencies with which the University has negotiated possible internships. However, if the student is investigating another agency, it must be approved by the program coordinator to ensure an appropriate placement. All students enrolled in this course are required to attend the orientation session which is scheduled during the first week of the semester. The intern is required to meet all of the requirements set up by the agency such as schedules, dress code, health history (physical examination, immunizations, etc...) and other pertinent requirements that will relate to that agency. Students should also schedule appointments with their prospective agencies to negotiate the particulars of that facility. The final requirement for each intern is the completion of a portfolio. It is given to the instructor supervising the internships for that semester. Grades are determined by the combination of the instructor's evaluation of the submitted weekly logs and the site supervisor's evaluation of the intern.

HFMG 4999. Health & Fitness Mgmt Capstone

This course will provide students with an opportunity to synthesize their knowledge, skills, and abilities with regard to Health and Fitness Management. Specifically, students will use their previous coursework and experience to create a mock business plan for a health/fitness facility.

HIST 1111. Survey-PreModern World History

A survey of world history from the earliest civilizations to the voyages of discovery of the sixteenth century. Social, intellectual and political history will be emphasized.

HIST 1112. Survey of Modern World History

A survey of world history from the early sixteenth century to the present, emphasizing social, intellectual and political topics.

HIST 1112H. Suv. Modern History I - Honors

A survey of world history from the early sixteenth century to the present, emphasizing social, intellectual and political topics.

HIST 2111. Survey of US History to 1877

The history of the U. S. and the lands that would become the U. S. from the colonial period through Reconstruction.

HIST 2112. US HIST Since Reconstruction

A survey of United States history from the post-Civil War period to the present. The course focuses on the political, social, and cultural development of the modern United States with particular emphasis on the twentieth century.

HIST 2112H. US HIST SINCE RECON-HONORS

A survey of United States history from the post-Civil War period to the present. The course focuses on the political, social, and cultural development of the modern United States with particular emphasis on the twentieth century. This course is restricted to students enrolled in the Honors Program. Students with a 3.0 cumulative GPA who are not in the Honors Program may be enrolled with permission from the department chair or the Honors Program Director.

HIST 2265. Minorities in American History

A survey of the history of minorities in America. Attention is given to the concepts of ethnicity, race, culture, and minority status, and emphasis is placed on African Americans as the largest minority in the region.

HIST 2500. Historical Methods

An introduction to the historian craft and the research techniques, philosophies, and technologies used in analyzing and writing about the past.

HIST 2750. Critical Trends and Issues

An examination of the global significance of critical political, social, cultural, economic, and international trends and issues since World War II.

HIST 3001. Historiography

This course will examine the perspectives of significant historical schools and analyze the contributions made by major historians throughout history.

HIST 3010. Intro to Public History

An introduction to the various facets of public history including archives. This course will emphasize the importance of the preservation and use of historical documents, artifacts and sites. The examination of public history will include reference to organizations, museums, historical sites, advocacy groups and public policy development. Non history majors including students considering majoring in history are encouraged to take this course.

HIST 3110. Georgia History and Government

Georgia History and Government provides students with the basic analytical and conceptual skills for studying history and government on the state and local level. The course examines the social, political, and institutional history of Georgia to prepare students to analyze similar developments on the local, regional, and national level. Required for all middle level teacher education students and for all history majors.

HIST 3120. Establishment-US 1607-1800

Cultural, social, economic and political development of Anglo-America through the War for Independence, the formation of state and national constitutions and governments, the Federalist years, and the "Revolution of 1800."

HIST 3125. The Age of Jefferson & Jackson

The history of the U.S. from the Early Republic through 1845. Major themes include territorial expansion, the market revolution, the rise of social reform movements, constitutional developments, the first and second party systems, and the growth of sectional tensions.

HIST 3130. The Civil War Era

The origin and causes of the American Civil War. Emphasis on the political, economic, social and cultural background to the war, its military aspects, and its impact on American society.

HIST 3132. The Reconstruction Era

The abolition of slavery, the political and economic remaking of the South, race relations, ideas on freedom, suffrage and citizenship, impeachment, and the ways one of the most turbulent, complicated and controversial periods in American history has been remembered and re-fought by later generations.

HIST 3135. US-Gilded Age & Prog. Era

This course provides students with a deepened understanding of the emergence of the United States as a modern, industrial nation with an increasingly important role in world affairs. It will explore the political, social, economic, and technological changes associated with this process.

HIST 3140. Themes-Twentieth Cen. US Hist.

Special topics course that covers significant and highly focused topics in 20th century United States' history, including themes in politics, economy, diplomacy, culture, race, and gender.

HIST 3150. War & Diplomacy 1898-Present

An historical overview of the programs, policies, key events, important figures, and enduring lessons of U.S. interactions with other nations and their peoples, from America's rise to the status of Great Power before World War II to its global preeminence thereafter. Topics include colonialism, American involvement in World War I, interwar diplomacy, conflicts leading to World War II and the Cold War, Korea, Vietnam, and the Gulf Wars.

HIST 3170. U.S. History, 1914-1945

Close examination of major themes in U.S. history from the start of World War I to the end of World War II. The course covers and analyzes politics, economy, culture, race, gender, and other pertinent factors during an era of major changes in American life.

HIST 3180. Modern America, 1945-present

This course explores the social, political, economic, and cultural, trends in American history since the end of World War II.

HIST 3210. Twentieth Century World

An examination of the political, social and cultural developments of the twentieth century, with emphasis on the era of the world wars and the Cold War, and the end of colonialism.

HIST 3215. Latin American-U.S. Relations

A study of political, cultural, economic interaction between the United States and the many and diverse countries of Latin America since 1823.

HIST 3220. Latin American History

The history of Latin American from before the European arrival, through the era of colonialism and independence, to twentieth century national movements.

HIST 3221. Colonial Latin America

The history of Latin America, from the development of Pre-Columbian civilizations to the nineteenth century. Topics include Pre-Columbian America, the European conquest of the sixteenth century and the Spanish and Portuguese colonial experience.

HIST 3223. Modern Latin America

The history of Latin America, from independence to the present. Topics include the wars for independence, nation-building in the nineteenth century, economic development, U.S. involvement, revolutionary movements in the twentieth century and the progress of democracy.

HIST 3225. Caribbean History

Survey of the history of the Caribbean, from pre-Columbian cultures to the present. The course will emphasize slavery and emancipation, the rise of nationalist movements, independence, and the post-colonial states. In addition, this course will link the shared experiences of the Caribbean with the American South.

HIST 3227. History of Mexico

HIST 3227: A survey of Mexican history from Pre-Columbian civilizations to the modern period. Key topics include the Spanish conquest, colonial society, the Independence movement, nation-building in the 19th century, the U.S.-Mexican War, the Mexican Revolution and contemporary challenges.

HIST 3230. History of Sub Sahara Africa

The history of Africa south of the Sahara from the first century C.E. to the present, with emphasis on the rise of empires in west and southern

Africa, the influence of Islam, the impact of European imperialism and the independence movements of the twentieth century.

HIST 3240. Spec. Topics in Hist-Mid. East

A special-topics course covering the history of the Middle East and North Africa. The course may be repeated when topics vary.

HIST 3245. History through Film

This course introduces students to critical issues in history and representation, utilizing film to analyze central historical issues. The specific thematic content is variable.

HIST 3250. Pre-Modern East Asian History

This course will examine the major political, social, and cultural traditions of East Asia from the Shang Dynasty to the Ming Dynasty in China, Yamato Clan rule to the Tokugawa Shogunate in Japan, and the Gojoseon Kingdom to the Choson Dynasty in Korea.

HIST 3255. Modern East Asian History

This course will examine the major political, social, and cultural traditions of East Asia from the Qing Dynasty to present in China, from the Meiji Restoration to the present in Japan, and from the Tonghak Rebellion to the present in Korea.

HIST 3260. Pre-Modern South Asia History

This course will examine the major political, social, and cultural traditions of South Asia from the Harappan Civilization to the Mughal Dynasty.

HIST 3265. Modern South Asian History

This course will examine the major political, social, and cultural traditions of South Asia from the establishment of the British Raj to the present.

HIST 3270. Pre-Modern Russian History

This course will examine the major political, social, and cultural traditions in Russian history from the mythic founding of Kievan Rus in A.D. 862 to Catherine the Great.

HIST 3275. Modern Russian History

This course will examine the major political, social, and cultural traditions in Russian history from Tsar Alexander I to the present.

HIST 3280. History of Middle East to 1800

An introduction to Islamic civilization from the beginnings of Islam in the seventh century until the turn of the nineteenth century, following a brief background study of the pre-Islamic Middle East and North Africa. Examines historical questions related to the rise of Islam and the Muslim conquests and considers major pre-modern Islamic regimes and their cultures. Discusses the basics of the regional geography and demographics, including Sunni-Shi'a divisions as well as Arab and non-Arab distinctions.

HIST 3285. Hist. of Middle East from 1800

Traces the political history of the Middle East and North Africa since the end of the eighteenth century to the present, with some attention devoted to cultural, social and economic developments. Examines questions of modernity, democracy, and nationalism in relation to Islam and direct Western involvement in the region in the modern era. Oil, Islamic terrorism, and Israeli-Palestinian tensions are major subthemes.

HIST 3330. Business & Economic History

An examination of the historical development of the American economy with emphasis on business organization, business values, business cycles, and business government relationships.

HIST 3401. Intro-Archival Theory & Pract.

This course will introduce the student to the fundamentals of archival work. This will involve such functions as arrangement and description of manuscripts and non-documentary materials, assistance to patrons, creation and updating of finding aids, care and preservation of materials, security, privacy, legal responsibilities, and professional ethics.

HIST 3410. Intro to Electronic Records

This course will introduce students to the storage and retrieval of electronic records. This includes records originally in electronic form as well as items (manuscripts, photographs, motion pictures, audio recordings etc.) originally created on paper or other media and then converted to electronic form (digitized). The course will also involve the use of electronic methods that facilitate the use of traditional records (e.g., indices, finding aids, web presentation).

HIST 3420. Fam. Hist. & Genealogical Res

This course is an introduction to the use of family history to illustrate broader historical currents and a survey of the resources and methods of genealogy. Students will research actual genealogy or family history. Non history majors interested in family history are encouraged to take this course.

HIST 3450. U.S. Military History

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 3601. Methods for Teaching History

This course will focus on several topics and themes which are of great importance to practicing and aspiring teachers, including recent debates about the teaching of American, European, and World history, creative active-learning opportunities based on primary sources, the utility of lecturing, methods of historical inquiry, teaching writing while teaching history, the use of primary and secondary sources in the classroom, curriculum development and aligning with state standards, the use of technology in teaching and in student research, the benefits of incorporating local history into unit plans, and assignment design and evaluation.

HIST 3700. U.S. Historical Geography

Study of the interplay between and among natural factors of climate, soils, vegetation, and landforms, and human factors of settlement, economic activity, transportation, warfare, technology, and cultural traits. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history.

HIST 3800. World Historical Geography

Provides students with a comprehensive spatial global view and with the basic analytical and conceptual skills required to study the diverse regions of the world, while focusing on the instructional theme of human/environment interaction, especially how geographical factors helped to shape world history. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history.

HIST 3901. Archival Internship I

The student will acquire hands-on experience working with archives in such tasks as record retrieval, patron assistance, preparing finding aids, preserving materials, editing manuscripts, or performing other archival functions. The internship placement and duties must be approved by the history experiential learning coordinator, the Office of Experiential Learning and the placement site. This course is required for completion of the archival concentration.

HIST 4001. African American History

The African Americans from their cultural roots in West Africa to the changing economic, political, social status over time to the present. Special emphasis placed on the civil rights movement, Black nationalism and Black leadership.

HIST 4003. Women's History

The roles of women in the social, economic and political development of the United States. Contributions of women and the historical significance of their attitudes in the liberal reform eras in American

history. Special attention paid to the effects of race, class, and region on women's experiences.

HIST 4004. Environmental History

Changing attitudes about nature and wilderness, political decisions, supervisory institutions, and environmental problems which accompanied utilization of the earth's natural resources.

HIST 4010. U.S. Intellectual History

The course teaches the basics of American thought, as reflected in literature, politics, religion, science, and laws.

HIST 4020. History of the Old South

The course explores the origins of southern society and culture, the growth of southern distinctiveness, and the ultimate attempt to create a separate though short-lived southern nation.

HIST 4030. History of the New South

Analysis of the change and continuity in the American South from the end of the Civil War through the present.

HIST 4040. African American Hist. to 1877

This course examines the history of the African American experience by tracing the origins of major West African empires and their relationship with Europe, and by examining the lives, labors, and culture of black people both enslaved and free in colonial and antebellum America. The course concludes with the Civil War and Reconstruction.

HIST 4050. African Am. Hist. since 1877

This course examines the history of the African American experience since the end of Reconstruction in 1877. Students will be introduced to the legacy of black protest and the development of black cultural and social institutions in the Nadir and the twentieth century. Issues such as community development, uplift ideology, black nationalism, the Civil Rights Movement, gender issues, Black Power ideology, and contemporary topics will be debated and discussed.

HIST 4110. Ancient Greece and Rome

The history of the Hellenes, from the Minoan civilization through Alexanders legacy, and the development of ancient Rome from its origin in Italy, through its rise as an empire embracing the entire Mediterranean World and Western Europe, to Christianity and the foundation of Constantinople.

HIST 4115. History of the Middle Ages

The Medieval European civilization, as it emerged from the declining Roman Empire through its apogee in the 13th century.

HIST 4120. Renaissance and Reformation

The history of Europe from 1300 to the Peace of Westphalia (1648) with special emphasis given to the rise of new philosophies, new political systems, new religions and the impact of European contact with Asia, Africa and the Americas.

HIST 4130. Absolutism & Revolution

The history of Europe from the mid-17th century through the Napoleonic Era.

HIST 4150. Early Modern Europe

This course explores the transition from medieval to modern Europe (c. 1500 to 1815). Topics will include the Reformation, religious wars, the development of the modern state, Europe's expansion overseas, the Scientific Revolution, the Enlightenment, and the French Revolution.

HIST 4160. Europe Since 1815

This course explores the history of modern Europe since the Congress of Vienna. Topics will include the industrial revolution, imperialism, the World Wars, and the Cold War. Special attention will be given to the new ideologies of the period including nationalism, liberalism, fascism, and communism.

HIST 4200. 19th Century European History

The rise of modern Europe, the spread of liberalism, nationalism, and democratic forces; the industrial revolution and the resulting imperialistic and democratic rivalries among the great powers.

HIST 4250. History of World Religions

Investigates the origins, development, and present status of the major world religions including Hinduism, Buddhism, Chinese Confucianism and Daoism, Judaism, Christianity and Islam. Provides students with a framework for understanding the various worldviews found in today's increasingly connected world.

HIST 4350. Modern World Intellectual Hist

An introduction to the global history of ideas, from the mid-eighteenth century to the present.

HIST 4440. Introduction to Museums

A survey of the methods and purposes of interpreting history to the general public through museums, displays, exhibitions, pamphlets, documentaries, web sites and all methods other than traditional historical publishing mediums (i.e. books and articles). Emphasis will be placed on interpretation of items of material culture.

HIST 4450. Intro- Historical Preservation

An introduction to the purposes and methods of identifying documenting, interpreting and preserving historically significant structures, buildings, sites and objects with emphasis on the United States. The course will include a survey of such historic preservation issues as economic development, tourism, architectural history, historical archeology and community revitalization. It is recommended, but not required, that students take HIST 3010 prior to HIST 4450. Non history majors interested in economic and community development, tourism, or other aspects of historic preservation are encouraged to take this course.

HIST 4501. Skills/Methods Social Studies

Introduces pre-service teacher candidates to the foundations, skills, and methods for teaching social studies (including history) at the Middle Grades level (grades 6-8). Requires study and design of learning experiences that incorporate the knowledge, skills, and attitudes appropriate for the contemporary classroom. An elective option for History students in the Secondary Education program.

HIST 4800. Selected Topics in History

This course will present significant topics in history not covered by other courses in the curriculum.

HIST 4850. Senior Thesis in History

This course is open only to history majors in their senior year (i.e. 90+ hours in the program). Students will complete a project requiring historical research, analysis, interpretation, and presentation.

HIST 4900. Independent Study-History

Special study arranged in consultation with a faculty member and approved by the department head.

HIST 4901. History Internship

An approved historical field experience and carried out by the students in an appropriate institution, agency or business. Requires the approval of the history experiential learning coordinator, the Office of Experiential Learning and the placement site.

HIST 4902. Archival Internship II

The student will acquire additional hands-on experience working with archives in such tasks as record retrieval, patron assistance, preparing finding aids, preserving materials, editing manuscripts or performing other archival functions. Requires the approval of the Department Chair, the history experiential learning coordinator, the Office of Career Services, and the placement site.

HIST 4903. History Practicum

The practicum will constitute an independent (individual or small group) project in historical methodology, research and analysis. The student will prepare and submit a significant historical paper and or project.

Requires the approval of the history experiential learning coordinator and the department head.

HIST 5050. Historical Meth.&America Hist.

The practicum will constitute an independent (individual or small group) project in historical methodology, research and analysis. The student will prepare and submit a significant historical paper and or project. Requires the approval of the history experiential learning coordinator and the department head.

HIST 5100. African-American History

An examination of the formation of African-American cultural identity from the early national period to the present, with emphasis on major formative events: slavery, the early development of cultural institutions, the reconstruction of life after slavery, northern migration during the world wars, the civil rights and black power movements of the 1950s and 1960s, and urbanization and class structure in the 1980s and 1990s.

HIST 5120. Colonial American Hist to 1763

Colonial American History to 1763: A graduate seminar on Colonial American History with a focus on British North America. This course covers the colonization of North America through the end of the Seven Year's War. A variety of topics and perspectives will be examined.

HIST 5125. American Revolution 1763-1815

The American Revolution and the New Nation, 1763-1815: A graduate seminar on the American Revolution and Early National Period. This course covers important topics such as the coming of the Revolution, the politics of the Revolution and 1780's, the Constitutional movement, the rise of the First Party System, and the impact of the presidencies of Jefferson and Madison. A variety of perspectives will be examined.

HIST 5130. Antebellum America 1815-1865

Antebellum America and the Civil War, 1815-1865: A seminar on the antebellum period and the Civil War. The course covers important topics such as the coming of the Civil War, slavery, sectionalism, and the development of the American economy. A variety of perspectives will be examined.

HIST 5135. U.S. History from Reconstruct

U.S. History from Reconstruction to World War I: A Seminar on United States history from Reconstruction to World War I. The course covers important topics such as race relations during Reconstruction, constitutional issues during the late nineteenth century, American Industrialization, American imperialism, and the rise of the Populists and Progressives. A variety of perspectives will be examined.

HIST 5140. U.S. History from WWI to WWII

U.S. History from World War I through World War II: A seminar on United States history from World War I through World War II. The course will cover important topics such as mobilization of the United States for war, the Great Depression, the New Deal, American political and cultural trends, and American foreign policy. A variety of perspectives will be examined.

HIST 5200. History of the American South

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 5400. Twentieth Century US History

An in-depth look at the special contributions of the South to the evolution of the United States, and an analysis of the major themes of Southern History in the eighteenth, nineteenth, and twentieth centuries. Emphasis will be placed on understanding the role of ideas and values in the making of Southern history.

HIST 5500. Twentieth Century World Hist.

An intensive investigation of the political, social and cultural developments of the twentieth century world. Topics to be discussed include the birth of the twentieth century, the emergence of global

industrialization and imperialism, the worldwide depression, the first and second World Wars, the end of the European world order, the Cold War, postcolonial Africa and Asia, the demise of European communism, and the arrival of globalization.

HIST 5520. Themes in World History

Themes in World History from the Congress of Vienna to 1914: A seminar on global history during the nineteenth century. The course can be offered either as an in-depth approach to one specific topic during the nineteenth century or as a sweeping overview of major trends and movements in nineteenth century world history. Possible topics could be industrialization, imperialism cultural movements, and nationalism.

HIST 5530. Themes in 20th Century World

Themes in Twentieth Century World History: A seminar on a particular aspect of world history in the twentieth century. The topic will be chosen by the instructor.

HIST 5601. Adv. Methods Teaching History

This course explores methods and strategies for teaching history at the secondary level in U.S., European, and World History courses. The course begins with an historical evaluation of the purposes of history/social studies education and then shifts to consider the relationship between history education and the historical field itself. A central objective of the course is to highlight contemporary, research-based pedagogies that will position teacher candidates to be successful in the secondary classroom.

HIST 5800. Modern American Pop Culture

An exploration of several institutional aspects of the vast, pervasive, complex, and fascinating phenomenon of American popular culture in the 20th century, in particular the rise of mass entertainment as a form of communication and community formation. Course readings will introduce students to the cultural history of comics, feature films, music, literature, radio, television and sports as commodities and as expressions of identity in a diverse nation.

HIST 5850. Directed Readings in History

A directed readings course on a special topic in history agreed upon by the student, instructor, and the MALS director. The course may be repeated once for credit as long as topics differ.

HIST 6950. Selected Topics in History

A graduate seminar on a special topic in history. The course can be offered as a regular term seminar course or as independent study. Topics will usually focus on American History.

HLTH 3012. Alternative/Complementary Appr

This course will provide the participants with an in-depth understanding of the practice, theories, and interventions used in various alternative healthcare therapies. Some of the topics that will be discussed will be the use of herbal therapies, nutritional therapies, aromatherapy, massage and bodywork therapy, acupuncture, chiropractic and spinal manipulation, spiritual, mind body therapies, and homeopathy. The participants will be able to make an informed decision when deciding to use an alternative form of health care.

HLTH 3110. Interactive Communication

Focuses on communication theory and skills which have application to health care situations and the workplace. Students practice increasing their interpersonal effectiveness and group process skills. Content includes problem solving, conflict resolution, power strategies, burnout, group dynamics, assertive skills and communication within organizational structures.

HLTH 3200. Pathophysiology for RNs

This course is designed to introduce the RN Completion student to pathophysiologic concepts related to altered biological processes affecting individuals across the lifespan. The first part of the course emphasizes the basic concepts of pathophysiology: Cellular level of response, fluid and electrolytes, acid-base balance, and the immune response. The second part of the course focuses on the application of the basic concepts to body systems and disease processes. The

course builds on previous principles from anatomy, physiology, and chemistry.

HLTH 3201. Pathophysiology

This course is designed to introduce the student to pathophysiologic concepts related to altered biological processes affecting individuals across the lifespan. The first part of the course emphasizes the basic concepts of pathophysiology: cellular level of response, fluid and electrolytes, acid-base balance, and immune response. The second part of the course focuses on the application of the basic concepts to body systems and disease processes. The course builds on previous principles from anatomy, physiology, and chemistry.

HLTH 3320. Communications with Families

This course focuses on developing skills for interacting with families in human service systems such as health care settings, schools, and private nonprofit organizations. The course is designed to introduce students to interdisciplinary assessment and intervention with children, parents, and family members across the life span. Emphasis will be placed on communicating with culturally diverse populations, dysfunctional families, and those experiencing stressful events.

HLTH 3341. Cultural Diversity Health/III

Introduces cross-cultural health assessment and interventions, which increase the cultural sensitivity of health care providers. The diversity of health/illness belief systems and behaviors cross-culturally is presented as well as biological variations and patterns of adaptation to specific environments. Several international health system models are analyzed. Cultural diversity within the United States is emphasized.

HLTH 3401. Contemporary Women's Health

The promotion and maintenance of women's health is stressed. Historical influences as well as social, political, religious and cultural factors which impact the contemporary women's health are included. Gynecologic health needs and sexuality from menarche to menopause are discussed. Discussion of women's roles in complex societies. Individuals become more aware of self and the needs of women as consumers and providers in the health care delivery system.

HLTH 3420. Health Education

Focuses on the concept of health education in meeting the learning needs of health care providers and health care consumers within various settings. Emphasis will be placed on the process of program development and implementation in the role of the professional nurse. Principles of teaching/learning and instructional strategies will be explored and compared. Technique for preparations and evaluation of instructional materials includes those needed for both print and non-print materials such as slides, transparencies, computer software and other educational materials. Opportunities to practice teaching strategies also will be provided.

HLTH 3501. The AIDS Epidemic

This survey course is designed to provide an overview of the AIDS epidemic, including changes in the patterns of occurrence, signs and symptoms, classification of disease, recognition of the course of the disease, and strategies for prevention.

HLTH 4000. Death,Dying&BereavementPerspec

Death, dying and bereavement are fundamental and pervasive aspects of the human experience. Individuals and societies can only achieve fullness of living by understanding and appreciating these realities. The absence of such understanding and appreciation may result in unnecessary suffering, loss of dignity, alienation, and diminished quality of living. Death, dying and bereavement are essential components of the educational process at all levels, both formal and informal, DeSpelder & Strickland (2011). Information sharing, value clarification, and coping behaviors are emphasized.

HLTH 4153. Gerontology

Presents a holistic approach to the study of the elderly and their environments. A positive perspective about the aging process is a goal of the course. Research and theory components from a variety of disciplines are included to promote caring for the elderly in a variety

of settings, primarily community-based. Client advocacy for the elderly is stressed.

HLTH 4200. IPE - Healthcare Professionals

The purpose of this course is to introduce students to the concept of interprofessional collaboration among healthcare workers. This course is designed to provide students in healthcare related programs with knowledge of interprofessional education concepts regarding effective communication, team building skills, and collaboration of different disciplines to care for patients with complex needs. All interprofessional education competencies will be explored. Collaborative clinical experiences will also provide the opportunity to increase knowledge and understanding of each professions contribution to healthcare.

HLTH 4330. Nutrition

This course introduces the student to the fundamental concepts of nutrition, the nutrients, and how the body uses the nutrients. This course includes a study of the impact of nutritional choices on various populations and age groups of individuals and an individualized dietary analysis.

HLTH 4900. Special Topics for Nursing

This course focuses on the exploration of various health care topics and issues in the field of nursing. It may be repeated for credit when topic varies. In order to be on the cutting edge of nursing, many innovative and creative topics will be offered to students to expand their nursing knowledge in various arenas.

HLTH 4996. Intro Health Care Informatics

This course provides an overview of the use of information and computer science in the delivery of health care [or nursing]. The content focuses on information technology used to enhance client care through minimum data set, research, education and administration of health care facilities.

HLTH 5900. Special Topics

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

HLTH 6200. Interprof Collab Health Profs

The purpose of this course is to introduce students to the concept of interprofessional collaboration among healthcare workers. This course is designed to provide students in health care related programs with knowledge of interprofessional education concepts regarding effective communication, team building skills, and collaboration of different disciplines to care for patients with complex needs. All interprofessional education competencies will be explored. Collaborative clinical experiences will also provide the opportunity to increase knowledge and understanding of each professions contribution to healthcare.

HMSV 3010. Intro to Human Services

An analysis of the social needs addressed by human service agencies and an overview of the historical background, development, purposes, career patterns, ethics, and organization of such agencies with emphasis on the not-for profit sector.

HMSV 3230. Hmn Svcs Multicultural Co.

Exploration of how cultural diversity within the U.S. and around the world influences the structure and delivery of human services. Emphasis will be on larger organizations such as CARE, Girl Scouts, World Vision, and Amnesty International.

HMSV 3300. Community-Based Development

Study of factors influencing the socioeconomic and interpersonal health of neighborhoods and larger communities. Using a case studies approach, topics include group/organizational initiatives, internal versus external change agents, leadership issues, and advocacy.

HMSV 3501. Organization & Admin Humn. Ser

A comprehensive analysis of the role and function of a human service agency management professional. Topics include skills and techniques in the areas of planning, staffing, budgeting, volunteer coordination,

risk management, community relations, and advisory or governing board interaction.

HSCI 2111. Intro to Health Care Environ.

Designed to introduce the student to the complex health care environment through field-based observational experiences and seminar experiences. Topics include descriptions of the types of health care providers and the scope of professional practices, introduction to hospitals, ambulatory care settings, long term care settings, and the regulatory and professional bodies supporting practice.

HSCI 2111L. Intro-Health Care Enviro Lab

This course provides field-based experiential learning to support the concepts introduced in HSCI 2111.

HSCI 3110. Interactive Communication

This course will focus on communication theory and skills related to the business of healthcare. In addition, political, legal, and ethical issues will be explored and analyzed as healthcare issues and reforms evolve. Health Care Management students must be prepared to interact with clinicians, administrators, suppliers, as well as patients and their families. Content includes problem solving, conflict resolution, power strategies, burnout, group dynamics, assertiveness skills, and effective communication within organizational structures.

HSCI 3113. Hlth Communication for Manager

This course will focus on communication theory and skills related to the business of healthcare. In addition, political, legal, and ethical issues will be explored and analyzed as healthcare issues and reforms evolve. Health Care Management students must be prepared to interact with clinicians, administrators, suppliers, as well as patients and their families. Content includes problem solving, conflict resolution, power strategies, burnout, group dynamics, assertiveness skills, and effective communication within organizational structures.

HSCI 3382. Clinical Pharmacology

This course provides students with an in-depth and comprehensive knowledge and understanding of pharmacotherapy as it relates to clinical application in health professions. The course will highlight major drug classifications with emphasis on the general therapeutic rationale for drug therapy, mechanisms of action, pharmacokinetic concepts, and pharmacodynamic principles.

HSCI 3520. Legal Issues in Health Care

This course overviews law in general and health care issues specifically and provides students an opportunity to study and explore aspects of employer- employee relations in the health care setting and legal ramifications of patient treatment and medical records.

HSCI 3550. Ethical Issues in Health Care

This course is designed to explore and analyze contemporary health care situations in terms of ethical dimensions. Topics include patient-care giver relationships, high-tech medicine, ICU dilemmas, medical experimentation, confidentiality of patient medical records, AIDS and ethics, death and dying, and the issues of an aging population.

HSCI 4101. Consumer Health

Survey of consumer health topics such as the purchase of health-care products and services, choosing quality health care, and how to identify and use reliable sources of information.

HSCI 4800. Directed Readings in Health Sc

This is a directed readings course with a faculty mentor.

HSCI 4900. Health Sciences Seminar

This is the capstone course for the Health Sciences major. The course will review, synthesize, and summarize the fundamental understandings that were taught in the Health Sciences Program. It will allow students to see the relevancy of their coursework and how it applies to careers in health sciences. Discussions will be conducted to allow the students to anticipate changes in the various health sciences fields and how they can make career adjustment decisions.

HSCI 4970. Health Sciences Internship/Pra

Individually designed learning program involving field experiences in a fitness or health/wellness-type setting. Program of study and student supervision must be approved by the Program Coordinator.

HSEM 3000. Homeland Security

An introductory course which surveys the context of crisis and the policies, practices, challenges which confront the field of homeland security. It provides an overview of the various agencies associated with the field of homeland security and their domains of action and response. Course focuses on the attempts to align federal, state, local, tribal, private sector and other nongovernmental agencies for emergency preparedness and response efforts.

HSEM 3003. Emergency Management

This course surveys the context of crisis and the policies, practices and challenges which confront the field of emergency management. It provides an overview of the various agencies and their strategies of mitigation, planning, response and recovery. The roles and responsibilities of Emergency Managers at local and national levels are investigated.

HSEM 3500. Counter Terrorism

This course surveys the history of domestic, national and international terrorism. Special attention is focused on the tools, tactics and strategies of counter-terrorism available to agencies of homeland security. In addition, current terrorist threats and responses will be addressed.

HSEM 3850. Medical Mgmt-Mass Emergencies

This course is intended to address the unique issues facing medical managers in a catastrophic situation creating mass casualties. These categories may be man-made or natural disasters, but threaten to overwhelm normal first responder, EMT, Ambulance and emergency room systems. Short- term and long-term recovery and management responses, as well as advanced planning and preparation are discussed. This is an elective course for the Homeland Security and Emergency Management degree programs.

HSEM 4000. Research in Homeland Security

This course focuses on the sources of information and research relevant to Homeland Security/ Emergency Management. Special attention is focused on the collection of relevant data and the development of valid and reliable measures of assessment and analyses. Students may elect to pursue a Six Sigma Black Belt as an optional activity. This is a required course for the Homeland Security/Emergency Management degree programs.

HSEM 4098. Internship in HSEM

Under the supervision and direction of a member of the Homeland Security/Emergency Management faculty the student will have an opportunity for a placement and field experience in one of the agencies appropriate to homeland security/emergency management. In addition, students will participate in a series of group seminars with other internship participants to share and discuss their experiences and insights. Student also will be required to complete a report summarizing their internship experience and relate it to the concepts, principles and foundations of the field of homeland security/emergency management.

HSEM 4500. Disaster Planning & Response

An overview of community, state and national- level responses to natural and man-made disasters and the planning and operational processes that agencies employ. This course focuses the National Response Plan, the National Incident Management System and also reviews past practices and experiences and the lessons learned.

HSEM 4600. Intelligence & Analysis

This course examines the essentials of the intelligence system, the intelligence process and creative problem solving skills in an intelligence environment. Specifically, students will learn the who's who in the intelligence community (IC), vision, mission, goals, locations, objectives and strategies of IC groups.

HSEM 4700. Legal Issues in HSEM

This course is designed to provide students with a detailed view of the relationship between the needs of homeland security/emergency management, the Patriot Act and the "traditional concepts" of the legal system. Special emphases are placed on the role of public law, the government's demands for more power and civil liberties.

HSEM 4710. BioDefense

This course is intended to address the potential dangers and responses to bioterrorism, including the identification of the major biological agents and their prevention, control and treatment. Emphases will be placed on the social and economic consequences of these agents and their responses, as well as the physical consequences of bioweapons. Healthcare management responses to bioterrorism will be stressed.

HUMN 2111. Perspective, Arts & Humanities

A topical or thematic exploration of the fine arts and the humanities. Students will examine various texts in the humanities and the fine arts in order to interpret them critically and place them in context.

HUMN 3101. Humanities, Arts, and Society

A topical or thematic approach to the study of the networks of relationship among a variety of works in the humanities and the fine and performing arts with the social structures in which those works are created and interpreted, considering both historical and the contemporary perspectives. Principal focus on English-speaking cultures. Critical thinking and communication skills are emphasized.

HUMN 3102. International Arts & Culture

A topical or thematic approach to the study of the networks of relationship among a variety of works in the humanities and the fine and performing arts with the social structures in which those works are created and interpreted, considering both historical and contemporary perspectives. Principal focus on non-English speaking cultures outside the United States. Critical thinking and communication skills are emphasized.

HUMN 4800. Selected Topics in Humanities

Seminar in Humanities topics.

HUMN 4900. Independent Study-Humanities

Independent study in humanities. Requires the permission of the department chair.

IDST 5201. The Science in Science Fiction

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.

INTE 3901. Integ Studies Practicum/Intern

This course is the principal "experiential learning" component of the Integrative Studies program. The Seminar will normally be taken during the first term following completion of INTE 3500, and placement site will be in a professional work environment related to the interests/ career goals of the individual student. Placement may be with for-profit, not-for-profit, or governmental entities as appropriate. Collaborating business/agencies must agree to creating and supervising meaningful experiences that will allow students to observe and participate in projects and activities that bear directly on the challenges of the contemporary workplace. Students will be encouraged to seek experiential opportunities outside the USA. Requires program approval.

INTE 3902. Integ Studies Practicum/Intern

This course is the principal "experiential learning" component of the Integrative Studies program. The Seminar will normally be taken during the first term following completion of INTE 3500, and placement site will be in a professional work environment related to the interests/ career goals of the individual student. Placement may be with for-profit, not-for-profit, or governmental entities as appropriate. Collaborating business/agencies must agree to creating and supervising meaningful experiences that will allow students to observe and participate in projects and activities that bear directly on the

challenges of the contemporary workplace. Students will be encouraged to seek experiential opportunities outside the USA. Requires program approval. Course is repeatable for credit.

INTE 3903. Integ Studies Practicum/Intern

This course is the principal "experiential learning" component of the Integrative Studies program. The Seminar will normally be taken during the first term following completion of INTE 3500, and placement site will be in a professional work environment related to the interests/career goals of the individual student. Placement may be with for-profit, not-for-profit, or governmental entities as appropriate. Collaborating business/agencies must agree to creating and supervising meaningful experiences that will allow students to observe and participate in projects and activities that bear directly on the challenges of the contemporary workplace. Students will be encouraged to seek experiential opportunities outside the USA. Requires program approval. Course is repeatable for credit.

INTE 4500. Integrative Studies Capstone

This course will be a capstone experience normally taken in the last term of the senior year and will focus on the design and execution of an integrative team project. Students will work on case problems appropriate to their career plans and prepare written and oral reports on their proposed solutions. This seminar will provide the opportunity for individual student and program assessment.

ITAL 1001. Elementary Italian I

This course will develop your 4 communicative skills--speaking, listening, reading and writing---so as to give the student a basic proficiency in Italian (cf. ACTFL Novice Guidelines). Additionally, the class is designed to increase your knowledge of Italic culture through the materials presented for reading and conversation. Open to native speakers of Italian only by permission of the Department of Humanities.

ITAL 1002. Elementary Italian II

This course will develop your 4 communicative skills--speaking, listening, reading and writing---so as to give the student a basic proficiency in Italian (cf. ACTFL Novice Guidelines). Additionally, the class is designed to increase your knowledge of Italic culture through the materials presented for reading and conversation. This course is not open to native speakers of Italian with the permission of the Department of Humanities.

ITAL 2001. Intermediate Italian I

This course will develop your 4 communicative skills--speaking, listening, reading and writing---so as to give the student a basic proficiency in Italian (cf. ACTFL Novice Guidelines). Additionally, the class is designed to increase your knowledge of Italic culture through the materials presented for reading and conversation. This course is not open to native speakers of Italian without the permission of the Department of Humanities.

ITAL 2002. Intermediate Italian II

This course will develop your 4 communicative skills--speaking, listening, reading and writing---so as to give the student a basic proficiency in Italian (cf. ACTFL Novice Guidelines). Additionally, the class is designed to increase your knowledge of Italic culture through the materials presented for reading and conversation.

ITDB 4201. Advanced Database Modeling

An advanced course in database modeling drawing distinctions between data modeling, process modeling and implementation. Topics include Structured Query Language (SQL), Entity- Relationship modeling, rational algebra, normalization and relational database modeling, integrity constraints, and database security. Student teams design a database to integrate concepts learned.

ITDB 4202. Database Applications

An advanced course in update processing and database Topics include serializability, locking, levels of isolation, transaction recovery, checkpoints and media recovery, system catalogs, views, procedural constraints and security. Additional topics include object databases,

SQL, procedures functions, and triggers. Student teams implement a database to integrate concepts learned.

ITDB 4203. Database Admin & Architecture

An advanced course in database architecture and database administration with emphasis on concepts and applications of database processing, multi-tier and client-server architectures, distributed and parallel database systems, and database maintenance.

ITDB 4204. Special Topics in Database

This course addresses new and developing topics, which shape the discipline. Topics include data mining, text mining, information retrieval, biodata, XMLDB, and database ontologies.

ITFN 1101. Foundations-Information Tech.

As an introductory course in information technology, topics include foundations in hardware, software, data, and procedures. Students are introduced to structured programming techniques, systems development, database and web design and networking. Aspects of appropriate business ethics are discussed. Interpersonal skills and team building emphasized.

ITFN 1112. Fnds. of Systems Analysis

Survey of established and evolving methods of information system design and implementation. A project based class which demonstrates by example and experience the process of building systems from needs and analysis and definition through specifications and implementation. Traditional life cycle methodologies contrasted with object oriented analysis and prototyping.

ITFN 1201. Foundations of Database Design

This foundational course presents terminology, basic concepts, and applications of database processing including file organization and data structures. The course emphasizes database design using various modeling techniques; database implementation using the relational model, normalization, and SQL. Students will design, create and process a database to demonstrate competency in the course content.

ITFN 1303. Foundations of Prog, C#

An introductory programming course using C#. The course contains a "practicum" and a "best practices" didactic. The practicum focuses on the hands-on business of writing code, knowledge of basic control structures and language syntax. The best practices didactic focuses on the craft of software engineering, good programming practices, performance and portability issues, and advanced syntax and data structures.

ITFN 1401. Foundations of Webmaster

This course will focuses on the hands-on business of writing HTML code, knowledge of basic control structures, language syntax, and file structures. Students will learn to plan and design web sites for target audiences. Students will learn techniques for client interfacing, project development, and web page mock-up. A best practices didactic will focus on hypertext design and navigation, application interface, copyright and ownership issues, ethics, and privacy, licensing and trademark issues.

ITFN 1501. Fnds. of Networking & Security

Introduction to terminology and applications of communications and networking as essential elements of computer and business information systems. Through extensive industry research, students gain familiarity with concepts of data communication infrastructure, industry trends, hardware, software, media, transmission equipment, wireless and satellite communication. Includes an emphasis on LAN segmentation.

ITFN 1502. Fnds. of Networking & Security

Introduction to terminology and applications of communications and networking as essential elements of information technology and information systems that includes OSI and TCP/IP models. Students gain familiarity with concepts of data communication infrastructure, industry trends, hardware, software, media, transmission equipment, wireless and satellite communication, and network security concepts.

Includes an emphasis on LAN architecture, standards, protocols and implementation.

ITFN 1502L. Fnds. of Networking Sec. Lab
Laboratory accompanying ITFN 1502.

ITFN 1601. Introduction to UNIX

An overview of current versions of the UNIX operating system reinforced with examples and exercises performed on a UNIX system. Introductory elements of shell programming and system administration will be covered.

ITFN 2001. Professional Devel Seminar

Develop skills necessary to function competently in the business world of information technology; resume writing, electronic resumes, cover letters, interviewing techniques, job research, business ethics and an overview of professional organizations. Begin construction of a digital portfolio to be maintained by the student and reviewed by faculty as a degree requirement for the Associates in IT.

ITFN 2012. Lower Div. Capstone - I.T.

Develop skills necessary to function competently in the business world of information technology; resume writing, electronic resumes, cover letters, interviewing techniques, job research, business ethics and an overview of professional organizations. Begin construction of a digital portfolio to be maintained by the student and reviewed by faculty as a degree requirement for the Associates in IT.

ITFN 2123. Foundations of Project Mgmt

An introduction to information technology systems development with a focus on project management techniques and tools including resource and personnel management and allocation, product testing, scheduling, and project management software.

ITFN 2211. Intermediate Database Design

This course continues the study of relational databases adding these additional topics: Relational algebra, set-theoretic operations, and relational operations. Database application design and development is covered including control mechanisms, forms, reports and menus as well as accessing databases via the Internet. Student teams build an integrated database application using high-level tools.

ITFN 2214. Web Application Development

This course exposes students to techniques used in database design and web application development for interactive content. Interactive web-based database application design and development are covered including control mechanisms, models, and views design and development. Server-side scripting and advanced web languages are introduced to facilitate students building dynamic web pages with graphics, sound, video, and animation while accessing customized databases via the Internet. Student teams build an integrated database application using high-level tools.

ITFN 2311. Interm. Programming, Visual Ba

As an intermediate class in object-oriented programming using Visual Basic, students will gain understanding of the nature of object-oriented programming via objects, classes and methods. Students will learn to use more advanced techniques of programming and the application of appropriate data structures. Discussion includes, development of graphical user interfaces, advanced coding techniques, error handling, and the implementation of database access and manipulation.

ITFN 2312. Interm. Programming, Java

As an intermediate class in object-oriented programming using Java, students will gain understanding of the nature of object-oriented programming via objects, classes and methods. Students will learn to use more advanced techniques of programming and the application of appropriate data structures. Discussion includes, development of graphical user interfaces, advanced coding techniques, error handling, and the implementation of database access and manipulation.

ITFN 2313. Intermediate Programming, C#

As an intermediate class in object-oriented programming using C#, students will gain understanding of the nature of object-oriented

programming via objects, classes and methods. Students will learn to use more advanced techniques of programming and the application of appropriate data structures. Discussion includes, development of graphical user interfaces, advanced coding techniques, error handling, and the implementation of database access and manipulation.

ITFN 2314. Programming Language Concepts

This course surveys the history of programming languages and discusses various language paradigms and their influence on modern programming. Students will study the language/platform decisions associated with software development projects. Topics include: functional vs procedural languages, logic-based languages, scripting languages, interpreted vs compiled vs byte-code based languages, security and performance issues.

ITFN 2411. Intermediate Webmaster

An intermediate course in web page production. Topics include the application of graphics, sound, video, and animation in the creation of interactive multimedia web sites, as well as server-side scripting. Students will gain familiarity with a variety of browsers and plug-ins and will focus on the skill of analyzing leading edge software tools. Students will examine graphic and image formats and processing using leading edge software tools.

ITFN 2422. Advanced Webmaster

An advanced course in web page and site production including the development of back-end applications for web sites, data capture using forms, site searching and indexing.

ITFN 2511. Interm. Networking & Security

An intermediate course in terminology, concepts and applications of data communications technology including network topologies, network devices, standards and protocol analysis. The course will emphasize network LAN and WAN concepts with data network components: wireless concepts, data security and threat analysis, access control, security models, TCP/IP, OSI model, data communications hardware, software, facilities, and media.

ITFN 2512. Interm. Networking & Security

An intermediate course in concepts and applications of computer networks including network topologies, network devices, standards and protocols. The course will emphasize WAN concepts with details of IP addressing, routing, subnet/supernet concepts, TCP/IP protocol suite, data security including security models, and access control.

ITFN 2512L. Interm Networking & Sec. Lab

Laboratory accompanying ITFN 1512.

ITFN 2601. Fnds of Operating Systems

A conceptual and hands-on study of operating systems. Major areas discussed include; operating system design and theory, applications and management issues, microcomputer and multi-user systems, including networks and mini/mainframe systems. Also covered; files, I/O, memory and process/ processor management, networking, evaluation, tuning and application execution.

ITFN 2611. Intermediate UNIX

An in-depth view of current and future mainstream features of the UNIX operating system. Shell programming techniques are covered with examples and hands-on exercises using Bourne, C SHELL and Korn command processors. Project management tools and other UNIX facilities as well as additional system administration tools will be discussed.

ITFN 2900. Independent Study - IT

A supervised course of study, offered at the lower division, guided by faculty mentor and/or expert from the field.

ITFN 3003. Professional Dev. and Ethics

This course focuses on the knowledge and skills students need to succeed in their careers and function competently in the workplace. Students will study theories and practices related to the social, ethical, and professional issues facing computing and computing professionals. Students will apply professional codes of

ethics to case studies by investigating current issues. Students will also begin construction of a digital portfolio representing skills acquired and projects completed.

ITFN 3103. Human-Computer Interaction

Human Computer Interaction addresses fundamentals, techniques and methodologies for development of software systems that minimize the barrier between human cognitive models and machine physical representations. Topics include interaction styles, interface devices, user documentation, and interface assessment. Technical writing techniques will be emphasized as students create and assess user manuals and systems documentation.

ITFN 3112. System Analysis and Design

This course provides an in-depth study of established and evolving methods of information system design and implementation. As a project based class, it demonstrates by example and experience the process of building systems from needs analysis and definition through specifications and implementation. Traditional life cycle methodologies are contrasted with object oriented analysis and prototyping.

ITFN 3134. Secure Systems Development

A high-level course in systems development which delineates the cross-functional roll of the systems analyst when advancing fundamental change through information systems development. This course will focus on tools and techniques for designing and implementing secure systems.

ITFN 3144. Informatics Project Management

This course will introduce project management tools and techniques that can be applied to projects from various disciplines such as business intelligence, health informatics, bioinformatics, and many other science and humanities disciplines. Students will learn the importance and function of project management and apply the project process of initiating, planning, executing, controlling and closing the project. They will apply knowledge and skills to manage project scope, project time and work flow, project cost and budgets, project resources, project quality, project human resource requirements, project communications and project risk management.

ITFN 3314. Testing and Quality Assurance

A high-level class in testing and quality assurance emphasizing the planned development of software and the nature of test development and implementation. Topics include: test strategies, test planning, functionally testing, stability testing and debugging techniques.

ITFN 3316. SW Security, Testing, and QA

This course covers software security analysis and quality assurance, emphasizing testing methodologies. Topics include: code analysis, static and dynamic analysis techniques, sandboxing, test strategies, test planning, functionality testing, stability testing, and debugging techniques.

ITFN 3601. Operating Systems

A conceptual and hands-on study of operating systems. Major areas discussed include operating system design and theory, applications and management issues, microcomputer and multi-user systems, including networks and mini/mainframe systems. Also covered are files, I/O, memory and process/processor management, networking, evaluation, tuning and application execution. Elements of operating system resource security including process, memory, file systems, and device peripherals, will be studied.

ITFN 4003. Portfolio Development/Presentation

This capstone course for BIT majors includes a study of ethics in the information technology arena. Students must complete a digital portfolio representing skills acquired and projects completed.

ITFN 4014. Internship Cooperative

All students in the Bachelor of Information Technology program will complete this capstone course in cooperation with industry. Working under direction of business partners, students will develop meaningful projects, which integrate and apply skills aligned to program outcomes in a professional work environment. A minimum of 200 hours per

semester is required and course deliverables will be aligned to the project.

ITFN 4154. Informatics Integration

This course integrates the study of information and information technology across a milieu of academic disciplines and professional fields. Informatics supports development of knowledge through multidisciplinary application of information systems. Topics include: Information theory; knowledge management; legal and policy issues; responsibilities of informatics professionals; cultural, social, and ethical issues; and application of informatics to a variety of disciplines. Students will implement an informatics system applying current informatics applications and trends.

ITFN 4433. Web Integration

This course builds upon student fundamental database and web-design and development skills to expand into the server-side technologies, frameworks, and integration with external applications. Students will be exposed to IT problems, where collected data from different disciplines and formats must be modeled, stored, aggregated, retrieved and represented. This is a project oriented-course, and students will have opportunities to work in teams.

ITFN 4601. OS Security, Prog, & Admin

This course covers computer operating systems, such as UNIX and Linux, systems programming, systems administration, and operating systems hardening.

ITFN 4700. Applied Research-Inst. Asst.

A supervised research and/or instructional experience in Information Technology.

ITFN 4800. Selected Topics in I.T.

A special course designed to explore a specific area in IT. Prerequisite(s): Application to IT Department for permission and formal acceptance after application. Senior standing recommended.

ITFN 4801. Selected Topics in IT

This course will explore special topics in Information Technology.

ITFN 4802. Selected Topics in IT

This course will explore special topics in Information Technology.

ITFN 4803. Selected Topics in IT

This course will explore special topics in Information Technology.

ITFN 4804. Selected Topics in IT

This course will explore special topics in Information Technology.

ITFN 4805. Selected Topics in IT

This course will explore special topics in Information Technology.

ITFN 4900. Independent Study in I.T.

A supervised course of study guided by faculty mentor and/or expert-from-the-field.

ITFN 5000. Int Database Design for Archiv

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.

ITMM 4404. Multimedia Production & Development

A course on acquisition, development and production of media elements such as graphics, animation, audio, video, virtual space and simulations. Students will integrate content with functional design criteria and organize the major and minor components of a multimedia production project.

ITMM 4405. Legal Implications/E Commerce

This course will focus on the legal implications of conducting business over the Internet, including current understanding of internet contracts, copyright, trademark, and patent law. Further this course will examine cutting edge cases relating to e-commerce and emerging ethical issues and trends. Open to non-majors by permission.

ITMM 4413. Infrastructure for E-Commerce

This course concentrates on the infrastructure necessary to develop e-commerce websites. Topic includes e-commerce business models, network architectures and security, and e-commerce architectures. The relationship between web clients, web/commerce servers and back-end systems will be covered as well as the design elements of storefront implementation. Also discussed: tuning and load balancing, server management tools, and secure electronic transactions. Students will evaluate a variety of vendor solutions.

ITMM 4423. Security for E-Commerce

This course addresses network and web-based security issues in general: network intruders (hackers), security policies and procedures, firewall, encryption, authentication and access control, and viruses. In addition, security issues unique to e-commerce systems are covered: electronic payments, secure transactions, secure sockets layer, digital signatures and auditing.

ITNW 4501. Network Planning and Design

High level approach to network planning and design. Topics include gathering, interpreting and evaluating customer requirements; defining the scope of work and analyzing resource and technology constraints and system inter-dependencies; analyzing facilities bandwidth requirements and capacity planning; researching product and vendor architecture and equipment specifications and limitations; finally, preparing an overall integration plan for new processes, protocols and equipment.

ITNW 4502. Secure Networks & Comm. Protoc

Topics include hardware and software diagnostic tools and utilities, LAN's MAN's, WAN's and the Internet, OSI protocol stack, flow control, switching, data compression, application program-network interface, and security issues. Also included are basic electronic topics such as electrical measurements, DC and AC circuits, diodes, transistors and OP amps, digital electronics and microprocessors.

ITNW 4511. Busn. Cont. Plan Disaster Rec

An advanced course on the development, implementation, management and administration of Business Continuity and Contingency Planning (BCCP). Students will evaluate the potential impact of a variety of disaster scenarios, learn to conduct system audits and risk assessments, develop recovery plans to protect the security and integrity of data and information. Additional topics include: developing base line for defining disaster levels and designing recovery time objective (RTO).

ITNW 4512. IT Security Case Studies

This capstone course will focus on several comprehensive security related projects drawn from recent studies of industry concerns. 5 - 7 case studies will be presented for consideration. Students will develop and implement enterprise security policies considering such issues as authentication, hacking, malicious code, wireless & instant messaging, firewalls, routers, switches and intrusion detection and prevention. Also included: special topics drawn from current literature, guest speakers, public policy and ethics in IT.

ITSD 4301. Algorithms I

An advanced course in the specification and development of complex data structures. Programming projects address the cross-platform nature required of today's business solutions, with emphasis on the graphical user interface and development of custom controls. Object oriented design and programming will be stressed. Project teams will manage a software development project using a variety of tools and techniques.

ITSD 4303. Human-Computer Interaction

Fundamentals of human-machine interfaces, both cognitive and physical. Learning styles and effects of short-term memory on

cognition and reaction will affect hardware and software development. Students will design a prototype interface.

ITSD 4304. Client-Server Software Dev.

An advanced course in network terminology, concepts and programming with emphasis on client-server architectures, web-based applications, customized programming, applets and agents.

ITSD 4305. Special Topics in Software Dev

This course addresses new developments in the field, bleeding edge topics which may not yet be mainstream, yet are deserving of attention as forces which shape the discipline.

ITSD 4312. Algorithms II

An advanced course in the specification and development of complex data structures. Programming projects address the cross-platform nature required of today's business solutions, with emphasis on the graphical user interface and development of custom controls. Object-oriented design and programming will be stressed. Project teams will manage a software development project using a variety of tools and techniques.

JOUR 3011. Journalism Workshop

A workshop for upper-division students who participate in the production of student or other campus print-oriented media.

JOUR 3012. Mass Communication Workshop

A workshop for upper-division students who participate in the production of student or other campus multi-media publications (emphasizing non-print media).

JOUR 3021. Journalism Workshop

A workshop for upper-division students who participate in the production of student or other campus print-oriented media. semester hours. Interested students should consult with the Program Coordinator for Communication and Media Studies in the School of Arts & Sciences.

JOUR 3022. Mass Communication Workshop

A workshop for upper-division students who participate in the production of student or other campus multi-media publications (emphasizing non-print media). for credit, not to exceed nine semester hours. Interested students should consult with the Program Coordinator for Communication and Media Studies in the School of Arts & Sciences.

JOUR 3031. Journalism Workshop

A workshop for upper-division students who participate in the production of student or other campus print-oriented media. May be repeated for credit, not to exceed nine semester hours. Interested students should consult with the Program Coordinator for Communication and Media Studies in the School of Arts & Sciences.

JOUR 3032. Mass Communication Workshop

A workshop for upper-division students who participate in the production of student or other campus multi-media publications (emphasizing non-print media). May be repeated for credit, not to exceed nine semester hours. Interested students should consult with the Program Coordinator for Communication and Media Studies in the School of Arts & Sciences.

LART 3010. Literacy Across Content Areas

This course focuses on research-based strategies necessary for effective literacy instruction in language arts, mathematics, science and social science. Reading selections and strategies will reflect the subject matter content of the various disciplines, with emphasis on mathematics, science, and social studies. Required for all middle level teacher education students.

LART 3120. Lang Arts: Skills & Concepts

This course offers a constructivist approach to the study of the key literacy skills needed by the middle level teacher, including those needed for reading literature and informational texts, writing, speaking and listening, and language. Students will learn and use research-

based approaches for teaching these literacy skills. Required for all middle level teacher education students with a language arts concentration.

LATN 1001. Begin Latin & Roman Culture I

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

LATN 1002. Begin Latin & Roman Culture II

A continuation of LATN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

LATN 2001. Inter Latin & Roman Culture I

Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: listening, reading, and writing, and some speaking within a limited context. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

LATN 2002. Inter Latin & Roman Culture II

Emphasis on epic poetry (Virgil's Aeneid) and on proficiency and communicative competence at the intermediate level in the four basic skills: listening, reading, and writing, and to some extent, speaking. Awareness and understanding of various socio-cultural aspects and the distinctiveness of certain cultural traditions.

LGST 4020. Advanced Civil Litigation

This course builds upon litigation skills acquired in other courses by allowing students to actively participate in the preparation necessary for trial with an emphasis on complex litigation.

LGST 4030. Adv. Legal Research & Writing

This hands-on course will allow students to use the skills acquired in lower division coursework to prepare and review more sophisticated and complex legal documents. Special emphasis will be placed on the process of analyzing legal documents. Students will gain additional expertise in electronic legal and factual research. The course culminates with the preparation of a research paper by the student on a topic chosen by the student and instructor. This course requires extensive out-of-class research time.

LGST 4098. Legal Studies Practicum

This course constitutes an independent (individual or small group) internship which will allow students to simultaneously experience the "real-world" application of law and to apply legal methodology, research, and analysis to actual law office or law-related applications. The student will prepare and submit a significant law-related paper and/or project. Requires approval of the Program Coordinator.

LGST 4850. Legal Studies Capstone

This course will provide an opportunity for students to review the major legal concepts taught in the Legal Studies program. It will allow students to see how these different legal practices and theories coalesce into a single legal system.

MAED 6010. Teaching in Higher Education

This course is designed specifically for students who are interested in teaching in higher education upon completion of a Master's degree. Through course activities, you will learn how to increase learner engagement and comprehension through a variety of teaching techniques, technologies, and strategies. In addition, you will learn about the issues, principles, and practices associated with effective college teaching and how they can impact the design, teaching, and assessment process. Topics examined include: teaching philosophy, curriculum vitae, course syllabi, lesson planning/implementation and assessment of instruction.

MAED 6200. Theory & Research in Math Educ

Designed to enhance appreciation for and understanding of research methods and findings in mathematics education with emphasis on the application to the secondary or post-secondary learning environment. Students will develop a broad outlook on contemporary issues from both international and local perspectives by exploring, evaluating, and synthesizing various theories of mathematics teaching and learning.

MAED 6300. Int. in Teaching College Math

This course provides applications of teaching techniques that can be used in the college classroom.

MAED 6400. Dir. Research in Math Ed.

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.

MALS 5000. Intro. to Graduate Studies

Emphasis on library research, using libraries from all over the Atlanta area, internet research, and archival research. This course takes students from a variety of undergraduate disciplines and trains them to conduct research in the selected area of the graduate program.

MALS 5800. Selected Topics/Liberal Studie

Selected topics in liberal studies.

MALS 6890. Non-Thesis Prof Paper Research

As part of the Capstone Non-Thesis Option, this course includes the preparation of either a professional conference paper presentation, a scholarly book review, or an extended and enhanced research paper which will be submitted for publication to a refereed journal, rather than a thesis, completed under the direction of a graduate faculty advisor. Variable credit from 1 to 3 hours, with a maximum of 3 hours that may be applied to the Capstone Non-Thesis Option.

MALS 6899. Non-Thesis Comprehensive Exam

As part of the Capstone Non-Thesis Option, this is a faculty directed independent study course for students who are preparing for and/or completing their comprehensive examination. Variable credit from 1 to 6 hours.

MALS 6993. Master's Supervised Research

Instruction in research and research under the mentorship of a member of the Graduate Faculty.

MALS 6995. Master's Thesis Research

Thesis research.

MALS 6999. Master's Thesis Preparation

For students who have completed all credit hour requirements and full-time enrollment for the master's degree and are writing and defending their thesis. Credits arranged.

MATH 988. Foundations for Math Modeling

This course provides an introduction to algebraic concepts and applications. It prepares students for success in Math 1101: Introduction to Mathematical Modeling. Topics include properties of real numbers, linear equations in a single variable, operations with polynomials, quadratic equations, graphing linear and quadratic equations in two variables, and factoring.

MATH 989. Foundations for Col. Algebra

This course provides an introduction to algebraic concepts and applications. It prepares students for success in Math 1111: College Algebra. Topics include solving linear equations in a single variable, operations with polynomials, solving quadratic equations, graphing linear and quadratic equations in two variables, factoring, an introduction to complex numbers, radical expressions, an introduction to exponential and logarithmic functions and an introduction to matrices.

MATH 998. Support for Math Modeling

This course is a non-credit bearing course designed to strengthen student's algebra skills for Mathematical Modeling (MATH 1101). This

is a co-requisite course that must be taken along with Mathematical Modeling and will cover intermediate and college level algebra concepts that are needed to ensure success in the credit level course, Mathematical Modeling.

MATH 0998A. Support for Math Modeling

This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1101 – Introduction to Mathematical Modeling. Topics will parallel topics being studied in MATH 1101 and the course will provide support for essential quantitative skills needed to be successful in MATH 1101. Taken with MATH 1101, this course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.

MATH 0998B. Support for Math Modeling

This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1101 – Introduction to Mathematical Modeling. Topics will parallel topics being studied in MATH 1101 and the course will provide support for essential quantitative skills needed to be successful in MATH 1101. Taken with MATH 1101, this course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.

MATH 999. Support for College Algebra

This course is to be taken concurrently with MATH 1111. Background topics which are necessary for a student to successfully complete MATH 1111 will be covered, with an emphasis on fractions, factoring polynomials, functions, exponents, and operating with radical and rational expressions. Students who complete the co-requisite MATH 1111 with a minimum grade of C will have satisfied the mathematics learning support requirement.

MATH 0999B. Support for College Algebra

This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1111 – College Algebra. Topics will parallel topics being studied in MATH 1111 and the course will provide support for the essential quantitative skills needed to be successful in MATH 1111. Taken with MATH 1111, this course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential and logarithmic functions.

MATH 1101. Intro to Mathematical Modeling

This is an introduction to mathematical modeling using graphical, numerical, symbolic and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. This course in applied college algebra will involve an applications-driven study of functions; linear, quadratic, polynomial, exponential, logarithmic and piecewise-defined models; inverse functions; composition of functions; systems of equations.

MATH 1111. College Algebra

This course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions.

MATH 1112. Trigonometry & Analytic Geom

This course is an in-depth study of the properties of trigonometric functions and their inverses. Topics include circular functions, special angles, solutions of triangles, trigonometric identities and equations, graphs of trigonometric functions, inverse trigonometric functions and their graphs, Law of Sines, Law of Cosines, and vectors.

MATH 1113. Pre-Calculus

This course is an intensive study of the basic functions needed for the study of calculus. Topics include algebraic, functional, and graphical techniques for solving problems with algebraic, exponential, logarithmic, and trigonometric functions and their inverses.

MATH 1221. Finite Mathematics

This course is a mathematical preparation for the understanding of various quantitative methods in modern management, information technology and social sciences. Topics include: sets, logic and circuits, basic combinatorics including permutations and combinations, probability and probability distributions, systems of linear equations, matrix theory, and linear programming using a geometric approach. Additional topics that may be included are elementary statistical distributions, Markov chains, and game theory.

MATH 1231. Introductory Statistics

This course is based on College-level algebra/Math modeling and will involve study of basic descriptive and inferential statistics. Topics include probability, random variables, probability functions, measures of central tendency and variation, sampling, and statistical estimation and prediction.

MATH 1241. Survey of Calculus

A non-rigorous study of differential and integral calculus of functions of one variable with decision applications for business and social sciences. Not open to students with credit for Calculus I, MATH 1501.

MATH 1401. Elementary Statistics

This is a non-calculus based introduction to statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistical topics.

MATH 1501. Calculus I

A study of algebraic, trigonometric, logarithmic, and exponential functions including limits, continuity, the derivative, and differentiation, the definite integral, and applications.

MATH 2008. Fndtns of Numbers & Operations

This course is an Area F introductory mathematics course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

MATH 2010. Number Concepts & Relations

A study of the real number system, its historical development, its subsets and their algebraic properties, the theoretical foundations of its four basic operations, computational issues, and descriptive statistics. Includes a laboratory/practicum component through which pedagogical issues such as multiculturalism are addressed.

MATH 2020. Introductory Discrete Math

A study of the concepts of finite mathematical structures. Topics include set theory, logic, proof techniques, functions and relations, graphs, trees, and combinatorics.

MATH 2140. Introductory Linear Algebra

This course is an introduction to matrix algebra including determinants, vector spaces, linear transformations, and eigenvectors.

MATH 2502. Calculus II

This course is a study of algebraic and transcendental functions with an emphasis on integral calculus and sequences and series. Other topics from single variable calculus include parametric equations and polar coordinates. Applications focus on functions which model real-world situations.

MATH 2503. Calculus III

This course is a study of three-dimensional analytic geometry, the calculus of vector-valued functions and multivariable calculus. Topics include vector-valued functions, their derivatives, integrals, and applications; limits, continuity, partial derivatives, and extrema of multivariable functions; multiple and line integrals.

MATH 2811. Linear Algebra**MATH 3003. Applied Mathematical Modeling**

This course is an introduction to the creation and use of mathematical models. Mathematical techniques will be developed and applied to real systems in areas including chemistry, biology, physics and economics. Students will be expected to make written and oral presentations in a professional manner. This course will emphasize the creation and testing of models and discussions of errors and forecasting. Students will work on projects singly and as part of a group.

MATH 3005. A Transition to Higher Math

This course is designed to prepare the student for advanced courses in mathematics. Topics include logic, set theory, properties of integers and mathematical induction, relations, and functions.

MATH 3006. Communication in Mathematics

Several techniques for effective public speaking and effective mathematical writing will be presented. Students will learn to use the tools that professional mathematicians use in the preparation of their research for publication and presentation at conferences. It is strongly recommended that MATH 3005 be taken concurrently.

MATH 3010. Number Concepts & Relations

A study of the real number system, its historical development, its subsets and their algebraic properties, the theoretical foundations of its four basic operations, computational issues, and descriptive statistics. Includes a laboratory/practicum component through which pedagogical issues such as multiculturalism are addressed. Prerequisite(s): Admission to Middle Level Teacher Education Program.

MATH 3010S. Number Concepts & Relationship

This course is a study of the real number system, its historical development and comparison to other numeration systems, its subsets and their algebraic properties, the theoretical foundations of its four basic operations, computational issues, and elementary set and number theory. This course is only open to in-service Georgia teachers.

MATH 3020. Concepts of Algebra

This course is a study of functions designed to reinforce knowledge of the algebraic skills and processes taught at the middle grades level and to extend this knowledge to more advanced topics. The course includes probability functions, polynomial functions, rational functions, exponential and logarithmic functions and trigonometric functions. Other topics discussed are the fundamental theorem of algebra, polar coordinates, trigonometric forms of complex numbers, conic sections in rectangular and polar form and the binomial theorem. Includes a laboratory/ practicum component.

MATH 3020S. Concepts of Algebra

This course is a study of algebra and functions designed to reinforce knowledge of the algebraic skills and processes taught at the middle level and to extend knowledge to more advanced topics. The course includes a review of basic algebra; equations and inequalities in one variable with applications; functions and graphs with special attention to linear, quadratic, polynomial, and exponential functions; operations on functions and inverse function; and systems of equations and inequalities in two variables. This course is only open to in-service Georgia teachers.

MATH 3030. Concepts of Geometry

An exploratory approach to the study of plane, solid, analytic, transformational, spherical, and fractal geometry. Specific topics include symmetries of plane figures through rotations, reflections, and translations; construction of plane and solid figures (polygons and polyhedra); perimeter, area, surface area, and volume; triangle

properties, including similarity and congruence theorems; Pythagorean Theorem; comparison of Euclidean and spherical geometry; locus of points; fractals; van Hiele levels of geometric understanding; informal and formal proof.

MATH 3099. Math Methods for Computer Sci

An introductory course with emphasis on the fundamentals of motion of objects in three dimensional space. Topics include quaternion, force, energy, vector calculus, center of mass, geometry of space, arc length, curvature and splines.

MATH 3110. Survey of Algebra

This course is a survey of group, ring, and field theory. Topics include algebraic structures on the integers, the real numbers, and the complex numbers; modular arithmetic; the Euclidean Algorithm; group and ring homomorphisms and isomorphisms; and field extensions with applications to constructions.

MATH 3210. Statistics for Social Justice

This course is designed to introduce students to statistical methods for the design and analysis of research in social justice. Topics include misuses of statistics in the subjugation of disenfranchised communities, deconstruction of statistical studies, and the development and completion of statistical studies to address areas of social justice. Extensive reading is required for the course.

MATH 3220. Applied Statistics

This course is an introduction to multiple regression, analysis of variance, and other selected inference methods. Topics will be selected from chi-square tests, non- parametric statistical methods, analysis of variance using simple experimental designs, and multiple regression methods, including model checking, analysis of residuals, and model building. Throughout the course, real data and computer software will be utilized.

MATH 3303. Differential Equations

This course provides an introduction to methods for solving ordinary differential equations. Course material will include modeling and methods of solution for linear and nonlinear first order equations, modeling and methods of solution for second and higher order linear equations and series solutions around ordinary points. Further topics (e.g. series solutions around regular singular points, Laplace transform methods and introductory methods for solving systems of ordinary differential equations) may be added at the instructor's discretion.

MATH 3520. Introduction to Analysis

This is a rigorous introduction to analysis functions on Euclidean space. Topics include limits, continuity, sequences, series, differentiation, integration, and sequences and series of functions.

MATH 3902. Math Applications for IT

An applications-driven study of various topics needed in the field of information technology. Specific topics include integral calculus, differential equations, probability and statistics, the predicate calculus, and selected concepts from discrete mathematics.

MATH 4010. Mathematical Problem Solving

A study of extended and refined methods of mathematical problem solving. These methods will allow the use of problem-solving approaches to investigate and understand mathematical content, to apply integrated mathematical problem solving strategies to solve problems from within and without mathematics, and to apply the processes of mathematical modeling to real-world problem situations. Problems to be solved will arise from a variety of areas including the course content of MATH 2010, MATH 3020, and MATH 3030.

MATH 4020. Concepts of Discrete Math.

A study of mathematical topics characterized by discrete processes. The study focuses on combinatorics, the theory of graphs and trees, matrix representations, and iterative algorithms. Recursive thinking and inductive processes are emphasized through a variety of applications involving discrete mathematical models. Deductive proof is introduced through topics from logic, set theory, and graph theory, and some relevant topics from the history of mathematics are explored.

MATH 4050. Methods of Teaching Sec. Math

In this course, students will explore theory and pedagogy of mathematics instruction with a focus on teaching methods across a variety of mathematical topics. The emphasis will be on learning and communicating mathematics. Topics will be taken from Number & Operations, Geometry, Algebra, Data Analysis, Calculus, and Discrete Mathematics. Appropriate integration of technology for mathematics teaching and learning will be emphasized.

MATH 4130. Applied Algebra

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 singly and in groups on projects from the chosen topics.

MATH 4231. Modern Geometry

This course begins a study of Euclidean and non-Euclidean geometries. Topics will be explored through historical perspectives, formal geometric proofs, technology-based investigations, and modern applications.

MATH 4250. Elementary Number Theory

An introduction to the mathematical treatment of concepts to integers. Topics include divisibility, prime numbers, numerical functions, congruence classes and Diophantine equations. Other topics such as rational and irrational numbers may be addressed.

MATH 4261. Introduction to Probability

This is a beginning course in Mathematical Probability. It provides an introduction to probability, random variables and their distributions, mathematical expectation, moment generating functions and sampling distributions.

MATH 4303. Partial Differential Equations

This course investigates classical methods used in partial differential equations. Topics include data propagating along characteristics, classification of systems of the first order equation, the method of transforms and separation of variables, and typical applications of the wave and heat equations.

MATH 4320. Numerical Methods

This course is an introduction to numerical techniques used in applied mathematics. Main topics will be chose from various modules, including, but not limited to: direct and iterative methods for solutions of linear systems; numerical differentiation and integration; interpolation and splines; initial value and boundary value problems for ordinary differential equations; least squares problems; Monte Carlo methods; initial and boundary value problems for partial differential equations.

MATH 4350. Graph Theory

This course is a study of the fundamental concepts of graphs trees, connectivity, Eulerian and Hamiltonian graphs, planar graphs, graph colorings, network flows, matching theory and applications.

MATH 4360. Combinatorics

This course is a study of combinatorial problem solving techniques. Topics are selected from counting principles, generating functions, recurrence relations, principle of inclusion and exclusion, pigeon-hole principle, Polya theory, combinatorial designs, matroids, and latin squares.

MATH 4800. Selected Topics in Mathematics

Topics of interest in mathematics not covered in listed courses. Course may be repeated when topics vary.

MATH 4801. Selected Topics in Mathematics

Topics of interest in mathematics not covered in listed courses.

MATH 4802. Selected Topics in Mathematics

Topics of interest in mathematics not covered in listed courses.

MATH 4803. Selected Topics in Mathematics

Topics of interest in mathematics not covered in listed courses.

MATH 4804. Selected Topics in Mathematics

Topics of interest in mathematics not covered in listed courses.

MATH 4986. Internship in Mathematics

This is a course for students who have an applied internship at an approved organization to integrate disciplinary and/or interdisciplinary knowledge with experiences in various work settings. Academic credit will be awarded for satisfactory completion of the academic assignments (as determined by the faculty coordinator) and satisfactory completion of onsite work (minimum of 80 onsite hours per semester). Sample internships include Education Intern, Banking Intern, Re- search Intern, Data Analyst Intern, Computational and Mathematics Modeling Intern.

MATH 4987. Directed Undergrad Research I

This is the first of two directed research courses where students conduct individual research in preparation for the senior capstone project in the BS in Mathematics degree program. Research will be closely supervised by one or more faculty members.

MATH 4988. Directed Undergrad Research II

This is the second of two directed research courses where students continue their individual research work in preparation for the senior capstone project in the BS in Mathematics degree program. Research will be closely supervised by one or more faculty members.

MATH 4989. Senior Capstone Project

Students will summarize their directed, individualized research. A paper, written with the tools professional mathematicians use in the preparation of their research for publication, and public presentation are the required output of the course.

MATH 4990. Senior Sem.: Project or Intern

The student will prepare presentations on a topic chosen in consultation with a faculty mentor or reports on their internship. At the end of the term, the students will present a final presentation and paper that summarizes the project/internship. Students will be expected to make these written and oral presentations in a professional manner. Prerequisite: Senior status and permission of the department

MATH 5000. History of Mathematics

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.

MATH 5010. Mod. Meth. of Teaching Math

This course will explore theory and pedagogy of mathematics instruction with a focus on teaching methods across a variety of topics. Appropriate integration of technology into mathematics teaching and learning will be emphasized.

MATH 5100. History of Mathematics

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.

MATH 5130. Applied Algebra

This course is an investigation of the use of theoretical concepts of abstract algebra in order to solve non-theoretical problems, with an emphasis on applications. Topics are selected from symmetry groups, exact computing, linear codes, Boolean algebras, cryptography, and

geometric constructions. Other topics may be covered according to time and student interest.

MATH 5220. Applied Statistics

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.

MATH 5221. Fnd.s of Business Analytics

This course covers intermediate principles of the statistics, probability, and analytics required for applications to supply chain analytics. Case studies and real-life applications in supply chain analytics will utilize industry standard computer applications. Students completing this course will understand the broad directions of statistical approaches to analytics and the practical use and interpretation of data.

MATH 5231. Modern Geometry

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.

MATH 5250. Elementary Number Theory

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.

MATH 5255. Factoring & Primality Testing

This course is a study of deterministic and probabilistic methods for factoring large integers and testing whether an integer is prime or composite. Topics to include Pollard's algorithms, Pseudoprime tests, the Rabin-Miller test, the Quadratic Sieve, Lucas Sequences, Pratt Certificates, and other methods according to time and student interest. Computer technology will be used heavily in this course.

MATH 5261. Introductory Probability

This is an introductory course in Mathematical Probability. It explores the topics of probability, random variables and their distributions, mathematical expectation, moment generating functions and sampling distributions.

MATH 5350. Graph Theory

This course is a study of graph theory and graph theoretical problem solving techniques. Topics are selected from connectivity, Eulerian graphs, Hamiltonian graphs, algorithms, properties of trees, counting trees, planar graphs, Euler's formula, graphs on other surfaces, dual graphs, infinite graphs, coloring vertices, Brook's Theorem, coloring maps, coloring edges, chromatic polynomials, Eulerian digraphs and tournaments, Markov chains, Hall 'marriage' theorem, transversal theory, Application of Hall's theorem, Menger's theorem, and network flows.

MATH 5360. Combinatorics

This course is a study of combinatorial problems and solving techniques. Topics are selected from counting principles, enumeration, generating functions, recurrence relations, Polya's theory of counting, Ramsey Theory, extremal graph theory, probabilistic methods, and the Szemerédi Regularity Lemma.

MATH 5365. Applied Combinatorics

This course is a study of some applications of combinatorics. Some of the topics that are explored in this course are: Polya theory of counting, combinatorial design, coding theory, existence problems in graph theory, matching and covering, optimization problems for graphs and networks.

MATH 5520. Introduction to Analysis

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.

MATH 5525. Topology

This course is an introduction to topology via a variety of different techniques and applications involving point set, geometric, and algebraic topology. Topics include, but are not limited to: continuity, open and closed sets, compactness and connectedness, identification spaces, the fundamental group, triangulations, and surfaces. Further topics may include: simplicial homology, degree and Lefschetz number, knots, and covering spaces.

MATH 5800. Selected Topics in Mathematics

Topics of interest in mathematics not covered in courses in current graduate catalog.

MATH 6530. Real Analysis

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.

MGMT 3101. Mgmt. Prin. & Org. Behavior

Designed to introduce basic principles and concepts of management that are applicable to a variety of organizations. Topics include a history of the study of management, underlying ideas of "schools of management thought," and functional and behavioral aspects of management and organizational theory.

MGMT 3102. Performance/Quality Management

This course includes the history of the development of operations management and total quality management (TQM). Selected topics of both operations and TQM such as work simplification, team building, statistical process control, Deming's 14 points for managing productivity, work measurement, and others are included in this course.

MGMT 3105. Introduction to Transportation

The goal of this course is for students to understand the basic modes of transportation, the economic fundamentals underlying each and some of the ways in which today's supply chain manager can use them to achieve improved efficiencies and cost effectiveness.

MGMT 3120. Managerial Communication

A study of the communication process within organizations including interactive communications and related external communications. The course contains significant components of writing and speaking by students and requires lab activity related to career planning. The official writing assessment for BBA students is administered in this course.

MGMT 3520. Negotiation and Conflict Mgmt.

This course will explore the concept of negotiation in both the national and international environments. Attention will be paid to topics such as strategies and tactics, non-verbal communication, and ethical and cultural aspects. Other forms of dispute resolution used in business, such as mediation and arbitration will also be addressed, and the design of conflict management programs will be examined.

MGMT 4101. Human Resource Management

The principles and practices of personnel management, including the responsibilities of personnel departments such as recruiting, placing, training and evaluating personnel, and meeting legal requirements.

MGMT 4102. Organizational Behavior

Study of the behavioral aspects related to the management of individuals and groups within an organization.

MGMT 4111. Leadership

A study of the theories of leadership including the effect of leadership styles on organizational structure, change, and effectiveness. Admission to the School of Business required.

MGMT 4250. Women in Leadership

This course is a survey of women in leadership from an historical and strategic perspective. Focus is on identification of useful theories and the application of appropriate strategies to promote the development of women in the business world.

MGMT 4302. Case Studies in Performance

Case Studies in Performance Quality Management Building on MGMT 3102, this course begins with an analysis of recent industrial applications of TQM and related readings from the current literature. A team project will require students to develop a plan for using TQM concepts to improve quality and productivity in their own work domain.

MGMT 4311. Entrepreneurship

The operation of a small business enterprise; the essentials of entrepreneurship, comprehensive business planning including market research and analysis, selecting and leading employees, and financial analysis.

MGMT 4312. Social Innovation and Entrepreneurship

An introduction to the emerging field of social innovation and social entrepreneurship, whose aim is to achieve a "double bottom line" with meaningful social returns, as well as sustainable or competitive financial returns --through their products, services and other business practices. The course will also encourage students to think critically, and address some of the world's most pressing societal issues and problems using innovative and entrepreneurial solutions.

MGMT 4320. Creativity & Mgmt. of Change

The purpose of this course is to introduce students to methods and strategies for improving individual and group creativity and for managing planned change in organizations. They will identify the impediments and contributors of effective planned change and study techniques for implementing change. Students will also apply and utilize a variety of techniques to improve their individual and group creativity, as well as understand the factors that encourage and inhibit creative behavior.

MGMT 4403. International Management

Survey course introducing students to the considerations involved in the international flow of people, information, funds and goods and services for commercial purposes. The course focuses on business strategies facing organizations engaged in business in other countries.

MGMT 4510. Legal Issues in Human Resource

A course designed to acquaint both employees and employers with legal issues that arise in the scope of employment. Selected issues may include drug testing, right to work, contract negotiations, grievance procedures, arbitration, and sexual harassment.

MGMT 4725. Dean's Senior Seminar in Bus.

A case-based course that provides an in-depth examination of comprehensive business problems in organizations.

MGMT 4750. Strategic Management

A capstone course to integrate the knowledge and skills gained in a student's program of study. It is an opportunity for a student to formulate an overall business policy and strategy. To be taken during last two semesters before graduation; last semester is strongly preferred.

MGMT 4800. Selected Topics in Management

A detailed examination of selected topics in management.

MGMT 4850. Internship/Cooperative Educ.

Individually designed learning program involving managerial field experience in private or public sector. Program of study and student supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

MGMT 4851. Internship/Cooperative Educ.

Individually designed learning program involving managerial field experience in private or public sector. Program of study and student

supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

MGMT 4852. Internship/Cooperative Educ.

Individually designed learning program involving managerial field experience in private or public sector. Program of study and student supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

MGMT 5101. Management-Change & Innovation

This course focuses on strategies for renewing organizations. Aspects of change, including repositioning, the impact of power and influence, operations, human elements and organizational behavior issues will be examined. The role of leadership in the process, including managing resistance to change, is emphasized. In this course, you will acquire frameworks and techniques that will allow you to create an ongoing capacity for change at the individual, work team, and organizational levels.

MGMT 5104. Project Management

This course provides a foundational understanding of the tools, techniques, and methodologies available for a systems approach to planning, scheduling, and controlling a project. Various project management methodologies may be introduced, including Agile, Scrum, Waterfall, or PMI/PMBOK. Students will apply project management learning in the context of case studies or group project work.

MGMT 5105. Global Experience

This course will involve an approximately 10-day trip to another country with focus on the basic principles of management, marketing, supply chain, and international business in the context of global environment. The course and assignments will vary with the country visited. Additional fees will include the cost of travel.

MGMT 5106. Cross-Culture Negotiating

This course focuses on negotiation in the global business setting. It will cover the fundamental negotiation concepts in a multi-cultural environment. Through simulations, cases, videos, and class discussions, students develop an understanding of cross-cultural negotiations and build skills that can be used to make deals and resolve disputes in a global environment. The course will also bring an international perspective to understanding the impact of culture in the most commonly used international and domestic dispute resolution processes (negotiation, mediation and arbitration).

MGMT 5107. Leadership and Values

The purpose of this course is to prepare students to become effective leaders within organizational settings by: 1) exposing students to classical and contemporary concepts, principles and practices associated with leadership effectiveness, and 2) guiding students to embark on their own personal leadership development journey through self-assessments, experiential exercises, reflection and feedback. Special emphasis is placed on values and ethics in leadership. Students will identify the core aspects of their own leadership, their strengths and weaknesses, and chart their development plan.

MGMT 5108. Talent Development in Orgn

Students will learn about the assessment, design, development, implementation and evaluation of talent and organizational development interventions such as employee training, career development, performance management, coaching, mentoring, succession planning, and organizational development.

MGMT 5109. Human Resource Consulting

Students will be introduced to HR consulting frameworks and methods; simulate consulting project activities and situations using business cases; and connect students with practicing consulting professionals from a variety of firms. Within the context of this course, consulting is viewed broadly and is inclusive of a number of HR practice areas including Strategic HR Consulting, Diversity Consulting, and Organizational Consulting.

MGMT 5111. Leadership and Organizational

Leadership and Organizational Behavior (3-0-3). This course discusses the essential characteristics of successful leaders. Leadership requires effective management of people and a clear understanding of human behavior and social processes. Leaders need to have a good understanding both of themselves and of those whom they will lead. This knowledge of individuals' perceptions, attitudes, and behavior enables leaders to choose appropriate leadership styles and managerial practices to increase organization effectiveness and positive human outcomes.

MGMT 5112. Global Management

The study of the challenges and opportunities of managing people in different countries. The impact of cultural values in the workplace will be examined and how these values influence managerial practices in global organizations.

MGMT 5113. Strategic Leadership Development

This course is focused on equipping students with the knowledge and tools necessary to engage in strategic thinking, planning and implementation. Through readings, cases and discussions, students learn various approaches to strategic planning, the strategic planning process, and the leader's role in strategic planning and implementation. Students will apply the strategic planning process to their own leadership culminating in the development of a personal strategic leadership development plan.

MGMT 5114. Leading Diversity & Inclusion

This course focuses on creating an understanding of sources of diversity and difference and its effects in organizational setting. Through readings, case studies and self-assessments, students will develop essential knowledge, skills and strategies for leading diversity an inclusion in the workplace. Emphasis will be placed on the leader's role in creating an inclusive workplace and how to leverage that to create competitive advantages for their organizations. Through self-assessments and feedback, students will develop their own plan for improving their capacity to lead for diversity and inclusion.

MGMT 5115. Global Human Resources

This course will explore the context of global human resource leadership, including topics on culture, compensation and benefits, global firms and their structures, international assignment, and the political, legal, and regulatory considerations that global organizations face.

MGMT 5116. Leading by Managing Conflict

This course will examine conflict in a number of different contexts. Students will be prepared to analyze and diagnose conflict in a variety of settings. They will learn the skills and strategies needed to facilitate the management of conflict, with special emphasis on communication abilities, workplace issues, and problem-solving approaches. Students will explore their own leadership negotiation and conflict management styles through self-assessment and feedback, and develop a plan for expanding the tactics and strategies they use in negotiation and conflict management.

MGMT 5120. Special Topics in Management

Selected advanced topics in current Management trends. This course will be offered as fits the needs and interests of the student and faculty. Course may be repeated for credit if topics are different.

MGMT 5750. Global Strategic Management

This is a capstone course designed to apply and integrate concepts and analytical tools that students have studied in MBA course work. Students will participate in a competitive business simulation. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in an ethical manner in a dynamic, global business environment.

MGMT 6100. Communication and Leadership

This 5-day seminar course is designed to enhance essential communication and leadership skills for managers and provide a foundation for subsequent MBA courses. The course emphasizes critical thinking, writing, presenting, and working in collaborative teams in the context of leadership, persuasion, motivation, and ethics.

MGMT 6107. Sports & Entertainment Bus MGT

The Introduction to Sport Business Management course provides students with an overview of the sport and entertainment management industry. Students learn about sport and entertainment theories and concepts in the following core areas: sport marketing, sport tourism, sport consumer behavior, public relations, facility and event management, sport finance and economics, sport franchise valuation, sport analytics, legal and ethical issues in sport, managerial leadership in sport organizations, and sport management research.

MKTG 3100. Personal Marketing

An introduction to the concept of marketing and its relevance to individuals in various career tracks. Particular emphasis is placed on the application of the marketing concept in professional career initiation and on the development and delivery of marketing presentations. The course also includes an overview of business etiquette and the development of a comprehensive self-marketing plan.

MKTG 3101. Principles of Marketing

An introduction to the activities involving the exchange of goods, services, and ideas for the satisfaction of human wants. The role that the marketing function plays in the determination of policies and strategies relating to product, price, channels of distribution, and promotion is extensively examined.

MKTG 3302. Consumer Behavior

An analysis of the psychological, social and economic influences which affect attitude formation and decision making processes of consumers. An overview of the research methods used of determining characteristics of buyers is included. Students are strongly recommended to take PSYC 1101 prior to enrolling in MKTG 3302.

MKTG 3312. Services Marketing

This course focuses on developing marketing strategies for service industries, which is different than tangible products marketing. Strategies are also discussed for not-for-profit groups like membership organizations, trade associate, labor unions, professional and cultural organizations, social and religious agencies, institutions, and governmental organizations.

MKTG 3420. Global Business

This course discusses the various dimensions of the international business environment. The cultural, legal, political, and economic institutions with which international firms come into contact are extensively examined. In addition, the course addresses how the functional areas of business, finance, accounting, production, human resources management, marketing, and technology management have to adapt to the international environment.

MKTG 3520. Negotiation and Conflict Mgmt.

This course will explore the concept of negotiation in both the national and international environments. Attention will be paid to topics such as strategies and tactics, nonverbal communication, and ethical and cultural aspects. Other forms of dispute resolution used in business, such as mediation and arbitration will also be addressed, and the design of conflict management programs will be examined.

MKTG 4104. Marketing Research & Analysis

This course focuses on the use of research methods in marketing decision-making, including developing and evaluating marketing strategies. Topics include the gathering and use of marketing information from primary and secondary sources, and quantitative and qualitative research methodologies, including sampling techniques and basic statistical analysis. Students will formulate a research design for a marketing problem; collect, code, clean, analyze and evaluate data; and write and present a final report, including specific marketing recommendations.

MKTG 4106. Advertising and Promotion Stra

This course focuses on the promotion component of the marketing mix. While it covers all aspects of the promotional function, special emphasis is given to advertising. It examines the techniques used by

profit and non-for profit organizations to communicate effectively with their target markets.

MKTG 4111. Digital Marketing

In this course students will develop a theoretical understanding of the internet marketplace. The necessary skills to perform daily digital marketing functions and the ability to improve a firm's online presence will be developed. Students will practice concepts such as A/B testing, Conversion Rate Optimization, conducting key word research and building marketing strategies.

MKTG 4112. Social Media Marketing

In this course, students will develop an understanding of Social Media Marketing (SMM) and how it is used by marketers to increase brand awareness, identify key audiences, generate leads and to build meaningful relationships with customers. Students will learn how social media marketing is utilized by business to gain competitive advantages through the creation and distribution of valuable, relevant and consistent content to attract and retain clearly-defined audiences.

MKTG 4200. Sports Marketing

The Sports Marketing course is designed to apply Marketing principles and concepts to the sports marketing industry. Students will learn how to market the sports marketing consumer and how sports marketing impacts businesses. Topics include: 1-defining and creating the sports marketing product, 2-promoting, pricing, and selling the sports marketing product, and 3-learning about the sports marketing business environment.

MKTG 4207. Professional Selling

This course examines the role of personal selling within the marketing mix, including the principles of selling products and services, building of sales organizations, sales training and practical sales techniques, evaluation of sales force effectiveness, and professional, ethical, and legal aspects of selling.

MKTG 4310. Sales Management

The planning, organizing, staffing, and directing of a company's sales force in developing an efficient and effective marketing organization.

MKTG 4320. Business to Business Sales

The study of selling to organizational and industrial customers. The buying behavior of large for profit and not-for-profit organizations is examined, the promotion of business-to-business products, and the development of industrial products.

MKTG 4420. International Marketing

The study of marketing and international business from a broad conceptual viewpoint, incorporating the marketing concept into the framework of the world market place. The student is assumed to have a fundamental understanding of marketing principles. Emphasis is placed on export management and implementation of international marketing plans.

MKTG 4450. Multicultural Marketing

This course focuses on applying marketing principles to multicultural consumer segments in the United States. African American, Asian American, Hispanic American and LGBTQ populations are continuing to grow and have tremendous buying power. This course will help students develop an understanding of various multicultural consumers in the U.S., and learn how to strategically market to them.

MKTG 4510. Retailing

A study of the basic concepts and practices associated with a modern, successful retail establishment. Emphasis is focused on store location, merchandising, promotion and overall coordination and control.

MKTG 4710. Entertainment Marketing

This course examines the marketing techniques that entertainment companies use to promote their products. The course examines the advertising, publicity, and general promotion techniques of film studios, music industry, and other art establishments in organizing effective promotional campaigns.

MKTG 4750. Marketing Management

This capstone course is intended to integrate basic principles throughout the overall marketing mix resulting in effective management of marketing functions in profit or not-for-profit organizations. Focus is on analytical skills including the impact of internal and external environments on decision-making for each element of the marketing mix, and on the application of pertinent marketing principles to develop a marketing strategy and marketing plan. Case studies and/or computer simulation are utilized.

MKTG 4800. Selected Topics in Marketing

A detailed examination of selected topics pertinent to the field of marketing. May be repeated when topics vary.

MKTG 4850. Internship/Cooperative Educ.

Individually designed learning program involving managerial field experience in private or public sector. Program of study and student supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

MKTG 4851. Internship/Cooperative Educ.

Individually designed learning program involving managerial field experience in private or public sector. Program of study and student supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

MKTG 4852. Internship/Cooperative Educ.

Individually designed learning program involving managerial field experience in private or public sector. Program of study and student supervision must be approved by the Dean of Business or designee and Director of Experiential Learning.

MKTG 5000. Foundations of Communication

This course is designed to enhance essential communication skills for managers and provide a foundation for subsequent MBA courses. The course emphasizes the development of skills necessary to interact in teams and communicate effectively in an organization.

MKTG 5103. Global Marketing

Global Marketing focuses on the international marketing activities of a firm. Students will have the opportunity to apply marketing concepts in international markets. Various exporting and international entry mode strategies will be examined.

MKTG 5110. Integrated Marketing Comm.

In this course students will focus on how technology through digital means provides a framework and tools for managing and analyzing an organization's virtual presence for marketing purposes. The digital customer journey will be examined along with building both consumer and business relationships and associated social and regulatory issues. Students will be exposed to the ways that firms are utilizing the internet to construct their value chains and create/sustain competitive advantages.

MKTG 5111. Digital Marketing and Strategy

In this course students will develop a theoretical understanding of the internet marketplace. The necessary skills to perform daily digital marketing functions and the ability to improve a firm's online presence will be developed. Students will practice concepts such as A/B testing, Conversion Rate Optimization, conducting key word research and building marketing strategies.

MKTG 5112. Social Media Marketing

In this course, students will develop an understanding of Social Media Marketing (SMM) and how it is used by marketers to increase brand awareness, identify key audiences, generate leads and to build meaningful relationships with customers. Students will learn how social media marketing is utilized by business to gain competitive advantages through the creation and distribution of valuable, relevant and consistent content to attract and retain clearly-defined audiences.

MKTG 5114. Personal Branding Strategy

This course is focused on equipping students with the knowledge and tools necessary to engage in personal branding techniques and

strategies for designing, enhancing, and promoting their professional image. Through readings, cases and discussions, students learn to devise strategies for managing their professional reputation and begin creating their personal brand. Students will apply marketing strategies to positioning themselves contributing to the development of a personal developmental plan.

MKTG 5120. Special Topics in Marketing

Selected advanced topics in current Marketing trends. This course will be offered as fits the needs and interests of the student and faculty. Course may be repeated for credit if topics are different.

MKTG 5200. Marketing Strategy

A high-level course focusing on the central strategic role that marketing plays in the success of a company. The case method will be used extensively and ethical implications in marketing decision will be explored.

MKTG 6104. Sports and Entertainment Marke

After successful completion of this course, students will be able to explain the role of print media (newspapers and magazines), electronic (radio, network television and cable television) and new media (Internet and related digital and social interactive technologies) in escalating the interest, coverage, and importance of big-time college and professional sport, as well as niche-market sport. Students will be able to define the roles of media planners, producers, sports information directors, sports journalists, and specialized media-related companies dedicated to marketing, producing, and disseminating commercialized sport in North American and global contexts.

MUSC 890. Recital Attendance

This course monitors student attendance at recitals.

MUSC 1001. Introduction to Music Theory

Introduction to and extensive work with the elements of musical notation, reading, and execution relating to pitch, rhythm and tonality. Basic aural skills training in listening, solfege, sight singing and dictation is included. Does not apply toward the music major or minor.

MUSC 1002. Music Fundamentals

A beginning study in reading, notation, and execution of fundamentals of music relating to pitch, rhythm. and tonality. The course is intended for non-music majors and is open to all students. May not be counted for credit towards fulfillment of any major or minor curriculum in music.

MUSC 1011. Music Theory I

Study of diatonic melodic and harmonic structures and introduction to harmonic progression and voice leading. Completion of MUSC 1002 or equivalent experience recommended prior to enrollment in this course.

MUSC 1012. Music Theory II

Harmonic progression; writing with first and second inversion triads; non-harmonic tones, cadences, phrases, and periods; uses of diatonic seventh chords. Binary and Ternary forms.

MUSC 1100. Music Appreciation

An introduction to music history, music literature, and critical listening skills.

MUSC 1111. Aural Skills I

Studies in interval recognition, triad and seventh chord recognition of basic elements of rhythm. Sight-singing, exercises in rhythmic, melodic, and harmonic dictation.

MUSC 1112. Aural Skills II

Continued work in sight-singing, dictation; elementary work in improvisation.

MUSC 1151. Class Piano I

This course is for students entering with deficiencies in keyboard ability. Does not apply toward the major.

MUSC 1152. Class Piano II

This course is for students entering with deficiencies in keyboard ability. Does not apply toward the major.

MUSC 1310. Class Voice

Group instruction in vocal performance.

MUSC 1330. Class Guitar

Group instruction in guitar.

MUSC 1500. Applied Music Secondary

Private secondary lessons in voice, piano and other instruments.

MUSC 1601. Composition I

Beginning work in musical composition in a class setting. Inquiry into sound resources and elements of music. Composition of small forms for solo instruments.

MUSC 1602. Composition II

Composition of small forms for small ensemble and chorus.

MUSC 1710. Major Ensemble

This course provides opportunity for students to demonstrate the ability to perform in ensemble that are varied both in size and nature. Successful audition required.

MUSC 1771. Diction for Singers I

Introduction to International Phonetic Alphabet as a preliminary to study of pronunciation of the major languages of Western art music, and study of the pronunciation of Ecclesiastical Latin, standard Italian, and standard broadcast American English using the International Phonetic Alphabet.

MUSC 2011. Music Theory III

Secondary functions; modulations. Modal mixture, Neapolitan sixths, altered dominants. Fugue, variation and rondo forms.

MUSC 2012. Music Theory IV

Augmented sixth chords, enharmonic modulation. Analytic work in a variety of 20th Century repertoires. Sonata form.

MUSC 2101. Music Appreciation

A study of various forms and styles of music through history listening to recordings, reading, and concert attendance designed to develop the skills of perceptive listening. Critical thinking and communication skills are emphasized.

MUSC 2111. Aural Skills III

Advanced work in sight-singing, rhythmic, harmonic, and melodic dictation.

MUSC 2112. Aural Skills IV

This course develops in the student the ability to read at sight with fluency, in addition to elementary work in improvisation.

MUSC 2151. Class Piano III

Intermediate piano skills for students needing additional applied piano skills and including those with a piano concentration. Develops skills in sight-reading, score-reading, accompanying, harmonization, transposition, and basic keyboard harmony. Open to music majors only.

MUSC 2152. Class Piano IV

Intermediate piano skills for students needing additional applied piano skills and including those with a piano concentration. Develops skills in sight-reading, score reading, accompanying, harmonization, transposition and basic keyboard harmony. Open to Music majors only.

MUSC 2301. Introduction to World Music

A study of selected non western music cultures, past and present, introducing a variety of musical concepts and styles from around the world, reflecting the inter- relationships between musical styles and the cultures in which they are created and interpreted. Critical Thinking and communication skills are emphasized.

MUSC 2400. Applied Music Secondary

Study in music performance in the student's major performance area. Student expected to perform a cross-section of music from the complete repertory of the particular performance medium, and develop technical skills requisite for artistic self-expression at an appropriate level. Open only to music majors or by approval of the department head.

MUSC 2500. Applied Music Primary

Study in music performance in the student's major area. Students are expected to perform a cross-section of music from the complete repertory of the particular performance medium, and develop technical skills requisite for artistic self-expression at an appropriate level.

MUSC 2600. Composition III

Individual lessons in composition. Compositional work in small forms for one to four instruments.

MUSC 2611. Music History I

Survey of Western music from antiquity through the Baroque period. Major program outcomes; student will be expected to develop an understanding of musical forms and processes in their historical contexts, and be able to place the music studied in historical, cultural and stylistic contexts.

MUSC 2762. Diction II

Practical work in pronunciation of German, English, and the Austro-German dialect of Latin, using the International Phonetic Alphabet.

MUSC 2763. Diction III

Practical work in pronunciation of French, using the International Phonetic Alphabet.

MUSC 2771. Diction for Singers II

Study of the pronunciation of standard stage German (Bühnendeutsch), and classical artistic French (style soutenu) using the international Phonetic Alphabet, with a brief introduction to other issues of singing diction, such as Austro-German Latin.

MUSC 2900. Intro. to Music Ed. and Tech.

This course is designed to introduce students to real-life music education through structured observation of and interaction with local music educators. Students will also become familiar with technology, professional journals, and other resources specific to music education.

MUSC 2911. Jazz Theory I

Examines theoretical principles and nomenclature associated with jazz. Emphasis spelling, naming and aural recognition of chords, scales, and harmonic progressions; principles of substitute scales and chords; harmonic and melodic analysis. Includes some composition.

MUSC 2912. Jazz Theory II

This course provides students with advanced work with 9th, 13th chords, whole-tone, diminished, and augmented scales.

MUSC 3070. Tonal Counterpoint

This course provides a study of tonal counterpoint with principal focus on instrumental music in the eighteenth-century Baroque style. Course topics will include melodic line, structure and embellishment, common contrapuntal forms, and the contrapuntal basis of tonal music.

MUSC 3080. Scoring and Arranging

A study of ranges and characteristics of instruments and voices, in the context of historical development of styles. Basic practical concepts in arranging, including writing and performance of projects.

MUSC 3090. Jazz Arranging

A practical study of the basic knowledge, skills, and techniques involved in arranging music for the jazz combo and/or large jazz ensemble, including the writing and performance of projects. Course outcomes include the ability to hear, write, and manipulate in notation the elements of music as they apply to a jazz setting.

MUSC 3101. History of Jazz

An in-depth, analytical investigation of jazz music and its cultural significance in 20th century America. Critical thinking and communication skills are emphasized. Open to all students regardless of major.

MUSC 3102. History of Popular Music

This course offers an overview of American popular music, exploring formal and stylistic origins of various genres and examining connections between popular music and traditional forms.

MUSC 3150. Keyboard Harmony

The development of advanced piano skills for piano performance majors and others who wish to develop more sophisticated keyboard skills beyond the degree requirements will be covered. Continued work in sight-reading, score-reading (open choral score and orchestral score), accompanying, harmonization, transposition, figured bass and improvisation as well as increased velocity in scale and arpeggio playing.

MUSC 3220. Intro to Music Technology

Introduction to recent development in musical technology, including analog and digital synthesizers, computer notation programs, MIDI, and digital sampling. Basic work in analog and digital recording.

MUSC 3310. Intro Music Industry Studies

This course will provide an introductory overview of the commercial music industry, including its history and development within the context of the production of multiple popular and traditional styles. The course explores how the music industry has developed in the United States. Students will consider how music (as well as musicians) has evolved into "product."

MUSC 3320. Music Marketing & Management

This course explores the evolving nature of the music industry as it relates to the marketing and selling of music as product. Students will explore how copyright law, publicity, marketing, and promotions change in response to new technologies and new economic contexts. Emphasis will be placed on how musicians (both commercial and traditional) must navigate the legal and contractual complexities associated with how music as a "product" is produced, marketed, and distributed.

MUSC 3330. Music Copyright and Publishing

This course offers students a detailed study of music publishing. Students will explore how copyright law, royalties, and distribution function in the twenty-first century. Emphasis will be placed on how music publishers must navigate the legal and contractual complexities associated with traditional publishing, as well as the various digital mediums of e-commerce.

MUSC 3410. Major Ensemble

This course provides opportunity for student to demonstrate the ability to perform in ensemble that are varied both in size and nature. Successful audition required.

MUSC 3430. Conducting

The basic principles of conducting and score-reading.

MUSC 3431. Choral Conducting Techniques

This course will cover concepts, principles, and the practice of conducting, including rehearsal techniques and score study, primarily in choral settings.

MUSC 3432. Instr. Conducting Techniques

This course covers principles and practice of conducting, including rehearsal techniques and score study, for instrumental ensembles.

MUSC 3450. String Methods and Materials

Learning to play an instrument from the string family. Learning teaching methods and materials. Observation in the public schools.

MUSC 3451. Brass Methods and Materials

Methods and Materials of playing and teaching brass instruments. Evaluation of methods and materials.

MUSC 3452. Percussion Meth and Materials

Methods and materials of playing and teaching percussion instruments. Evaluation of methods and materials.

MUSC 3453. Woodwind Methods and Materials

Methods and materials of playing and teaching woodwind instruments. Evaluation of methods and materials.

MUSC 3500. Applied Music for B.A.

Study in music performance in the student's principle performance area. Offered each semester. May be repeated for credit. Major program outcomes: develops competence in principle performance area. Student expected to perform a cross-section of music from the complete repertory of the particular performance medium, and develop technical skills requisite for artistic self-expression at an appropriate level. University-wide outcomes: oral communication, critical thinking.

MUSC 3510. Chamber Ensembles

Performance in small chamber ensembles appropriate to student's major performance area.

MUSC 3530. Opera Production

Performance in staged operatic production. Successful completion of Baccalaureate Candidacy exam, or permission of instructor required.

MUSC 3540. Musical Theater

Performance in staged Musical Theater production. Successful completion of Baccalaureate Candidacy exam, or permission of instructor required.

MUSC 3550. Accompanying

Development of technical and musical skills necessary to accompany vocalists and instrumentalists. Performance in small chamber ensembles appropriate to student's major performance area.

MUSC 3570. Music Drama Workshop

This course grants credit for performance in a staged production of music drama. This course provides students with the opportunity to study and apply the techniques of effective performance in all forms of music drama intended for theatrical, rather than concert, performance.

MUSC 3612. Music History II

Survey of music history from the pre-classic era through the Classic and Romantic periods.

MUSC 3613. Music History III

A survey of music history from Scriabin, Debussy, and Ives to Carter, Tippett, Gubaudulina, and Reich. Analytic work using set theory; introduction to different types of twelve-tone technique.

MUSC 3614. Music History Survey I

Survey of Western music from antiquity through 1750.

MUSC 3615. Music History Survey II

Survey of Western music from 1750 to present.

MUSC 3620. Sacred Music History

This course explores the use of music in the liturgical practices of various western traditions, including those of the Jewish, Orthodox, Catholic, and Protestant faiths. The role of religion in perpetuating western art and music will be examined, as well the great musical works and innovations that resulted from religious patronage. Reports on field observations of sacred music practices and a term paper will require critical thinking and writing skills of the students enrolled in the course.

MUSC 3711. Art Song Literature I

A study of the secular song in France and Germany, from the early forms of the Middle Ages to the present. Major program outcomes; student will be expected to develop an understanding of musical forms

and processes in their historical contexts, and be able to place the music studied in historical, cultural and stylistic contexts.

MUSC 3712. Art Song Literature II

A study of the evolution of the secular song in the United States, Great Britain, and Eastern Europe.

MUSC 3720. Art Song Literature

A study of the literature of solo song, with particular attention to the national styles of solo song with piano accompaniment from 1800 to the present.

MUSC 3730. Piano Literature

Survey of standard keyboard literature for piano. Emphasizes style analysis, performance-practice problems, and editions.

MUSC 3760. Orchestral Literature

A survey of orchestral literature from the late Baroque through the 20th century.

MUSC 3770. Chamber Music Literature

A survey of repertoire for various chamber ensembles, C.1760-present.

MUSC 3780. Organ Literature

A survey of organ literature from the Middle Ages to the present.

MUSC 3811. Piano Literature I

Survey of standard piano literature from the Baroque era to the early Romantic period. Emphasizes style analysis, performance-practice problems, and editions.

MUSC 3812. Piano Literature II

Survey of standard piano literature from the Romantic era through the contemporary works. Emphasizes style analysis, performance-practice problems, and editions.

MUSC 3820. Improvisation

Practical work in improvising in a variety of music styles.

MUSC 3830. Beginning Jazz Improvisation

Applied work in the development of basic skills, scale construction, style techniques, and approaches for improvisation in a jazz setting, including exercises on fundamental chord structures, blues, and basic song forms.

MUSC 3890. Junior Recital

This is course is a transcript marker indicating that a committee of faculty have approved the student's junior recital.

MUSC 3910. Elementary Music Methods

Principles and techniques for teaching music to children K through 8. Includes musical development of the young, program goals and content, methods, and assessment strategies.

MUSC 3911. Secondary General Music Method

Principals and techniques for teaching music to students in primarily nonperformance courses, grades 6-12. Includes musical development of the adolescent students, program goals and content, methods, and assessment strategies in addition to a brief overview of the methods and materials of instrumental music education for the vocal/general student.

MUSC 3921. String/Woodwind/Perc Meth/Mat

Learning to play an instrument from each of the families of orchestral instruments. Learning teaching methods and materials. Observation in the public schools.

MUSC 3970. Form and Analysis

Introduction to standard musical forms, including sectional forms, fugue and canon, sonata and sonatina forms, hybrid forms such as first-movement concerto form, sonata- rondo etc.

MUSC 4102. Politics of Music and Culture

This reading intensive course explores the relationships between music and society and the ways socio-political forces influence how music is produced, marketed, and consumed. Students will engage in research and discussions designed to encourage critical thinking skills in considering how various forces (both musical and non-musical) in modern culture shape the modern music industry.

MUSC 4180. Advanced Scoring & Arranging

Advanced study of scoring for instruments and voices, with a focus on arranging for college ensembles. Major program outcomes: requires students to develop skills in arranging, as a part of their work in composition. Enables students to place music in historical and stylistic contexts.

MUSC 4220. Techniques-Electroacoustic Comp

This course introduces current directions in technology in relation to the production of sound and music composition. Topics addressed include acoustics, algorithmic and computer-assisted composition, digital sampling and sequencing, interactive electronics, MIDI, signal processing and production. Open to non-music majors by permission of the instructor.

MUSC 4310. Artist and Concert Management

This course explores the evolving nature of the music industry as it relates to live performances. Students will explore copyright law, contract law, publicity, marketing, and promotions within the context of the touring artist and the performance event.

MUSC 4320. Music Entrepreneurship

This course explores the various ways in which the entrepreneur (both musical and non-musical) can effectively and efficiently create a music-based venture. Students will study concepts relevant to the world of small business then apply these concepts to the evolving marketplace of commercial music, as well as traditional expressions of music. Students will learn how music production, promotion, and marketing is accomplished through independent companies.

MUSC 4400. Applied Music BM Music Ed

Study in music performance in the student's major performance area.

MUSC 4430. Advanced Conducting

Advanced study in conducting, rehearsal techniques, and score reading.

MUSC 4500. Applied Music

Study in music performance in the student's performance area.

MUSC 4530. Musical Theatre

A study of New Music Theatre forms including but not limited to the American Musical.

MUSC 4600. Advanced Composition

Introductory work in composing music for larger ensembles; preparation for Junior and Senior recitals.

MUSC 4620. Sacred Music Administration

A course that acquaints students with music programs in a sacred context. Includes the development of a church/temple choir program, methods and techniques of rehearsal, liturgical planning, sacred music literature, budget preparation, and committee and pastoral relationships.

MUSC 4700. Vocal Pedagogy

A study of the human voice, its registers, classification of voices, method of practicing, analysis, style, and selection of literature. Work in vocal pedagogy lab.

MUSC 4710. Piano Pedagogy

A study of current trends and methods used in teaching private and group piano lessons. Special emphasis on technical problems and appropriate literature.

MUSC 4715. Rhythm Section Methods

An applied study of playing techniques and roles of performance on instruments typically found in the jazz rhythm section, such as piano, guitar, string bass, and drum set.

MUSC 4800. Selected Topics in Music I

An exploration of various topics in music usually in a seminar format.

MUSC 4801. Selected Topics in Music II

An exploration of various topics in music usually in a seminar format.

MUSC 4802. Selected Topics in Music III

An exploration of various topics in music usually in a seminar format.

MUSC 4830. Advanced Jazz Improvisation

Advanced techniques in the development of skills and approaches for improvisation in a jazz setting, including exercises on altered chord structures, rhythm changes, advanced progressions, and solo transcription.

MUSC 4890. Senior Recital

This course is a transcript marker indicating that a committee of faculty have approved the student's senior recital.

MUSC 4900. Independent Study

A directed program of reading, research, service, and/or performance under the close direction of a faculty member.

MUSC 4910. Choral Methods and Lit.

Designed to provide students with in-depth knowledge of choral techniques and literature. Students will study practical conducting strategies while acquiring the knowledge of choral repertoire suitable to public school settings.

MUSC 4922. Inst. Methods and Materials I

Methods and materials of teaching instrumental music. Evaluation of methods and materials.

MUSC 4923. Inst. Methods and Materials II

Methods and Materials of teaching elementary instrumental music. Evaluation and implementation of methods and materials.

MUSC 4930. Student Teaching

Full-time supervised teaching of music in school settings. To be taken during the student's final semester of the program.

MUSC 4990. Music Capstone

A major final project (performance and/or research based, significant internship experience, etc.) for the Bachelor of Arts in Music. Normally taken in the student's last semester of study.

MUSC 5000. Great Works in Music History

A study of monumental works of music from the Medieval period through the present day. Works are chosen for their historical significance related to innovation in the art of music, to interest musically and artistically, and to significance of posterity. The course will begin with a study of the elements of music, formal procedures, terminology, and music history time-line so that all student (regardless of background) will have a solid foundation of understanding upon which to build.

NURS 3101. Professional Issues

This course is designed to enhance the registered nurse's perception of the role of the professional practitioner in meeting the health needs of society. Selected theories, issues and trends in nursing will be analyzed. Historical, societal, political, ethical and legal factors impacting the profession will be explored. Modular seminar topics include a wide range of current selected topics driven by the current professional and social environment. (For R.N.-B.S.N. student only.)

NURS 3110. Interactive Communication

This course focuses on ways to improve interpersonal skills in personal and professional settings. Students learn a specific set of communication techniques, identify their strengths and weaknesses, and strive to improve their interpersonal effectiveness. Content

includes relationship development, assertiveness, giving and taking criticism, group dynamics, crisis intervention, conflict resolution and problem solving.

NURS 3200. Health Assessment

This course provides the learner with basic knowledge about assessment of the health status of adults. Developmental and cultural variations across the lifespan are examined. The focus of the course is on wellness maintenance, interviewing skills in obtaining health histories, performing physical examinations in a supervised laboratory environment and use of critical thinking skills to identify risk factors for actual and potential alterations in health. Identifying selected abnormal physical findings when conducting a head-to-toe physical examination is emphasized.

NURS 3201. Health Assessment for RNs

This course provides the RN learner with the knowledge necessary to perform a health assessment on adults and use critical thinking skills to identify risk factors for actual or potential alterations in health. Emphasis will be placed on interviewing skills in taking a health history and differentiating between normal and abnormal physical findings when conducting a head-to-toe physical examination.

NURS 3201L. Health Assessment Lab

This course provides the learner with the opportunity to develop the skills and knowledge to perform a systematic health assessment/physical examination on adults from diverse cultural backgrounds. The lab time is structured to allow students to develop skill competency through observation and hands on practice.

NURS 3202. Health Assessment Lab for RN's

Provides the learner with the opportunity to develop the skills necessary to perform a systematic health assessment and physical exam on adults from diverse cultural backgrounds. Lab time is structured to facilitate skill development in individuals with nursing experience.

NURS 3301. Health Promotions

This course is designed to introduce the student to roles and issues for the professional nurse. Concepts highlighted in this course are theoretical perspectives on health- illness, developmental, situational and role transitions in the nursing profession. In addition, the course emphasizes the nurse's role in prompting individual and family health across the lifespan.

NURS 3301L. Health Promotions Practicum

This course is designed to allow the student to focus on the application of the theoretical concepts related to the role of the professional nurse in promoting individual and family health across the lifespan. Activities are designed to allow students to participate in interdisciplinary collaboration, application of teaching and learning principles, and to develop beginning skills in nursing therapeutics as related to health promotion.

NURS 3383. Clinical Nursing Pharmacology

This course presents an overview of the categories of pharmacological agents and their clinical application as they relate to clients experiencing acute and chronic health conditions. Students will identify important considerations to promote optimal wellness for patients across the life span as recipients of pharmacology.

NURS 3401. Health Illness Transitions I

This course is designed to provide a theoretical & practical basis for the application of nursing therapeutics essential to the general care of individual clients experiencing developmental and health-illness transitions across the lifespan. Students are expected to apply assessment and communication principles in identifying needs of individuals with acute health-illness transitions. Emphasis in this course is on the introduction of basic principles necessary for promoting a healthy outcome in meeting holistic needs of the individual client.

NURS 3401L. Health Illness Trans I Pract.

This course focuses on the clinical application of concepts learned in NURS 3401 and previous courses. Students will have the opportunity to continue to develop assessment and nursing therapeutic skills in meeting holistic needs of the individual client with acute health-illness transitions.

NURS 3501. Psychosocial Transitions

This course focuses on theory and practice considerations for clients experiencing situational, developmental, and health-illness transitions affecting their mental health. Emphasis is placed on understanding the clients' perceptions within context of their current mental status, biological factors, risk factors and cultural background, in order to design appropriate professional nursing interventions.

NURS 3501L. Psychosocial Transitions Prac.

This course focuses on clinical applications of theory and research related to clients experiencing situational, developmental, and health-illness transitions affecting their mental health. Emphasis is placed on the development of communication skills, critical thinking, and interdisciplinary collaboration to facilitate healthy adaption to psychosocial stressors and recovery from mental health problems. A variety of acute care and community health care settings will be used.

NURS 3525. Legal Issues in Nursing for RN

This RN Completion Program elective course outlines the legal issues pertinent to the practice of professional nursing. The content includes evidence-based concepts that are used to define a registered nurse's legal responsibilities.

NURS 3526. Nursing Informatics for RNs

This RN Completion elective course will provide an overview of the nursing informatics specialty area, and will build upon foundational knowledge of a practicing registered nurse. The nursing informatics specialty area will be explored, including roles, responsibilities and essential competencies of the nurse informaticist, legal and ethical issues, the electronic medical record, telehealth, e-learning, and purposes of the internet for professional use.

NURS 3527. Essentials of Distance Educ

This RN Completion elective course will provide a strong foundation in distance learning and update technology skills for the RN Completion student who desires assistance with the transition from a live to a distance learning environment. The student will gain experience using software and programs that will be used during the online RN Completion Program and will learn how to troubleshoot technology problems. This course will offer essential support to the student who would like an update regarding contemporary technology used in the online RN Completion Program.

NURS 3528. Forensic Nursing for RNs

This course provides the student with an overview of the practice of forensic nursing. Observation experiences may be provided in area hospitals, police departments, and rape advocacy centers. Students will have exposure to different aspects of forensic nursing including evidence collection, violence identification, victim advocacy, and interacting in the criminal justice system.

NURS 3701. Health Illness Transitions II

This course is designed to provide a theoretical and practical basis for the application of nursing therapeutics in the provision of holistic care for the adult clients and their families experiencing developmental, situational, and health-illness transitions. Emphasis will be on integration of nursing therapeutics with specific pathophysiologic concepts commonly experienced by the adult client. Responses of the individual and family in transition will also be addressed.

NURS 3701L. Health Illness Trans. II Pract.

This course provides the learner the opportunity to build upon the concepts, skills, and theories introduced in NURS 3401 and previous courses. The course provides opportunities to enhance integration of concepts into the practice setting appropriate for adult individuals and families in transition. Students gain experience in the application of nursing therapeutics in a variety of acute care and community health care settings.

NURS 4000. Developmental Transitions I

This course is designed to provide a theoretical and practical basis for the application of nursing therapeutics, in the provision of comprehensive care for childbearing individuals and families. Concepts highlighted in this course include sexuality and reproduction. Course content examines developmental, situational, and health-illness transitions experienced by childbearing individuals and families.

NURS 4000L. Developmental Transitions I Pr

Within the context of the concepts learned in NURS 4000 and previous courses, students will integrate the role of the nurse to enhance health promotion and illness prevention in order to promote healthier outcomes. Emphasis is placed on the application of nursing therapeutics to meet the holistic needs of the individual and family in the childbearing years. A variety of acute care and community health care settings will be used.

NURS 4100. Nursing Research

This course emphasizes the critical review and evaluation of research articles and application of research findings to practice. Specific aspects of the research process are discussed from both a quantitative and qualitative approach, as a foundation to being an informed consumer of research. Building a scientific basis for practicing nursing is studied as a method for improving the quality of nursing practice. For basic licensure students, completion of all 3000-level NURS courses is recommended prior to taking this course.

NURS 4200. Research for Evi Based Practic

An introduction to the research process and the skills required to interpret, evaluate, and integrate knowledge generated from research as a foundation for evidence-based practice. Human subject's rights and ethical aspects of research are discussed. Scientific investigation is studied as a method of evaluating and improving professional practice.

NURS 4201. Developmental Transitions II

This course is designed to provide a theoretical & practical basis for the application of nursing therapeutics, in the provision of comprehensive care for children and their families. Course content examines developmental, situational, and health-illness transitions experienced by individual pediatric clients and their families.

NURS 4201L. Dev. Transitions II Practicum

Within the context of the concepts learned in NURS 4201 and previous courses, students will integrate the role of the nurse to enhance health promotion and illness prevention in order to promote healthier outcomes. Emphasis is placed on the application of nursing therapeutics to meet the holistic needs of the individual & family from birth to adolescence. A variety of acute care and community health care settings will be used.

NURS 4300. Nursing Leadership & Mgmt RNs

This RN Completion program course is designed as a synthesis experience for the RN_ BSN student that examines management and leadership concepts. Concepts addressed in this course include leadership and management theories and frameworks, standards of professional nursing practice, the health care environment, organizational factors and strategic planning, professional development, leadership/management.

NURS 4400. Comm & Pop-Foc Nurs Prac RNs

This RN Completion program course is designed to examine community and population_ focused nursing practice as it applies to groups and aggregates in various health care settings. The course extends previously acquired competencies as it explores public health principles along with the nursing science and skills necessary in promoting wellness, preventing disease, and reducing risk for vulnerable populations. Community assessment, epidemiology, international health, environmental issues, and disaster preparedness are used to guide evidence-based population-focused nursing care.

NURS 4401. Health Illness Transitions III

This course is a continuation of Health-Illness II in providing a theoretical and practical basis for the application of nursing therapeutics in the provision of holistic care for clients and their families experiencing developmental, situational, and health-illness transitions. Emphasis will be on the provision of holistic care of individuals and families experiencing multisystem health- illness transitions.

NURS 4401L. Hlth Illness Transitions IIIP

This course focuses on the management of groups of clients and their families experiencing multisystem health-illness transitions. The course provides opportunities to validate competencies of a beginning professional nurse while enhancing synthesis of concepts learned in all Health- Illness courses. A variety of acute care and community health care settings will be used.

NURS 4500. Role Transitions

This course is for students in basic licensure major only and is to be taken during the student's senior year. Role concepts, transitions from student to professional, health care issues and trends are explored. Students are required to submit a satisfactory portfolio & pass an end-of-program competency examination as a requirement of course completion.

NURS 4503. RN Practicum

This practicum course enables RN students to expand their clinical expertise and broaden their exposure to the roles of nurses.

NURS 4601. Organizational Transitions

This course is designed to examine leadership and management theory as they apply to groups and aggregate populations in various health care settings. The student, as a manager, focuses on the role of the nurse in wellness promotion, epidemiology, international health, environmental issues, and the effect of nursing within health care systems. Competencies previously acquired are extended to include principles of management & leadership, & their application to groups in transition.

NURS 4601L. Organizational Transitions P

This is designed to allow students to apply leadership and management principles with groups and aggregate populations in various health care settings. Learning experiences focus on synthesizing concepts acquired in NURS 4601 and prerequisite courses such as communication, critical thinking, teaching/learning, and nursing process while validating competencies expected of a beginning professional nurse.

NURS 4603. Organizational Transitions RNs

This course is designed to examine leadership and management theory as they apply to groups and aggregate populations in various health care settings. The student, as a manager, focuses on the role of the nurse in wellness promotion, epidemiology, international health, environmental issues, and the effect of nursing within health care systems. Competencies previously acquired are extended to include principles of management and leadership and their application to groups in transition.

NURS 4604. Advanced Org. Transitions RNs

This course is designed as a synthesis experience for the returning RN student that allows more in-depth exploration of advanced management and community concepts. Concepts addressed in this course include assessment of a community, case management, disease state management, resource allocation, quality improvement, and future trends in health care. Students are required to submit a satisfactory portfolio as a requirement of course completion.

NURS 4605. Transition to Graduate Educ.

This course will provide an opportunity for students to develop knowledge and skills that are needed to make a successful transition to the role of a graduate student. Specific topics will include 1) introduction to advanced practice nursing roles, components of graduate education, graduate level expectations, time management, 2) expansion of knowledge of distance education technologies, electronic data management resources, information search strategies, and 3)

further develop professional communication knowledge and skills through discussions, formal writing, and presentations.

NURS 4800. Directed Study Pract.-Nursing

This is a directed readings course with a faculty mentor.

NURS 4801. Perioperative Nursing

This course provides the student with an in-depth look at the practice of Perioperative nursing. Didactic and clinical experiences are provided in area hospitals with students functioning in all aspects of intraoperative nursing including scrubbing, circulating, and recovering surgical patients.

NURS 4802. Transition to Emergency Nurs

This is an elective nursing course that provides the student nurse with asynchronous online learning as well as supervised practicum/clinical experience in emergency nursing. This course is introductory to this specialty area of nursing. Students function in all aspects of emergency nursing including triage, patient assessment, patient stabilization, medication administration, and patient education.

NURS 4950. Independent Study

Independent study is arranged with a specific instructor in the area of interest. Outcome goals are written by the student and approved by the instructor. A student who plans to carry out the research proposal submitted in NURS 4100 should register for NURS 4950.

NURS 5100. Theory for Graduate Nursing Pr

This course prepares nurses to transition into new roles and advanced nursing practice by exploring a wide range of theories from nursing and other sciences. Students will understand the role of knowledge development in advancing a discipline. Students will critique, analyze, and evaluate selected theories and incorporate these theories into their advanced nursing practice roles...

NURS 5200. Research-Evidence-Based Nurs.

This course builds upon undergraduate statistics and research courses to focus on the relationship between nursing theory and research, for evidence-based practice. This course will focus on issues such as the identification of practice and system problems, evaluation of research studies and systematic reviews, development and implementation of evidence-based practice guidelines, use of evidence-based practice to improve outcomes for individuals and groups of patients as well as health care systems, and differentiation of evidence-based and value-based approaches to practice. Students are expected to integrate an evidence-based approach into their practice.

NURS 5300. Soc.Trans.&Hlth.Care Ethics

This course explores the special needs of the changing segments of society. It also examines emerging ethical, social, political, cultural, and legal issues related to provision of health care for diverse groups. Using an epidemiological approach, students complete a community assessment of a vulnerable population and develop a culturally relevant plan of care.

NURS 5310. Health Promotion for Vulnerabl

This course presents a variety of clinical interventions that promotes health and transition from illness to health based on the goals of Healthy People 2020. Evidence-based clinical prevention and population care and services to individuals, families, communities, and aggregates/clinical populations nationally and globally will be examined. It also examines emerging ethical, social, political, cultural, and legal issues related to provision of health care for diverse groups. Using an epidemiological approach, students will complete a community assessment of a vulnerable population and develop a culturally relevant health promotion intervention.

NURS 5400. Advanced Pharmacology

The principles of pharmacokinetics, pharmacodynamics, drug metabolism and transport, assessment of drug effects, drug therapy in special populations, and contemporary drug development. as a foundation for the use of medications in the clinical management of diseases will be examined in this course. Major classes of drugs will be discussed in terms of actions; therapeutic and other effects; adverse,

allergic and idiosyncratic reactions; indications and contraindications. Emphasis is placed on interprofessional collaboration nursing responsibility, accountability, and application of the nursing process regarding drug therapy in a variety of settings with diverse patient populations across the lifespan.

NURS 5410. Adv Patho Across the Lifespan

This course focuses on developing an advanced knowledge base of human physiology and pathophysiology providing a background for professional practice and the translation and integration of evidence to provide quality and safe care of patient and community populations. It will prepare advanced nurses to understand the mechanisms underlying disease processes, clinical manifestations, and rational therapies. Appropriate screening and diagnostic testing methods will also be included. Emphasis will be placed on important pathophysiological concepts needed to support the goals of Healthy People 2030 to improve clients' quality of life and reduce health disparities.

NURS 5420. Advanced Health Assessment

This course will build on health assessment skills developed in the professional nurse's basic educational program. The theoretical and clinical basis for assessments in advanced nursing practice will be developed. The process whereby the direct care provider utilizes comprehensive physical, psychosocial, cultural assessments, to gather data relevant to common health problems and impact health outcomes of individuals and populations is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences, which focus on assessment of individuals, families and populations in a variety of settings and, presentation of findings. Emphasis will be placed on assessment concepts needed to support the goals of Healthy People 2020 to improve health and the quality of life for individuals across the lifespan.

NURS 5500. Trans-Hlth Prom./Illness Prev.

This course presents an array of clinical interventions that influence the goal of achieving health at the primary, secondary, or tertiary levels of health care. Key concepts include healthy lifestyles, self-care, holisms, nursing therapeutics, caring, critical thinking, and risk reduction.

NURS 5600. Health Care Policy

The political process related to health care policy and nurses role in affecting policy decisions will be a major focus of this course. Access, cost and quality of health care will be examined along with major issues related to concepts of health policy, nursing advocacy and the policy process. Legislative and regulatory issues, health care financing, managed care and coverage of the uninsured will be emphasized. Students will apply their knowledge of these topics to in-depth analysis of an issue related to their practice specialty.

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 5998. Independent Study

An independent study allows the graduate nursing student to explore, extend and enrich content introduced in courses in the MSN program. Students may elect to use these hours on a topic related to their area of focus or on a topic or method related to their proposed MSN thesis or project.

NURS 5999. Studies in Nursing-Directed

A graduate seminar exploring selected leadership or education topics in Nursing chosen by individual faculty members. A variety of perspectives will be examined.

NURS 6000. Trans-Hlth Prom. & Illness Pre

This course presents an array of clinical interventions that influence the goal of achieving health at the primary, secondary, or tertiary levels of health care. Key concepts include healthy lifestyles, self-

care, holisms, nursing therapeutics, caring, critical thinking, and risk reduction.

NURS 6010. Adv. Practice Nursing Seminar

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 6030. Ethical Issues-Adv. Pract. Nur

This course provides a foundation for the professional practice of advanced nursing within an ethical context. The historical development of an ethical code for the nursing profession and its evolution is explored. Ethical principles underlying major U.S. health care policy, including the national health agenda, Healthy People 2010, will be examined. The ethical dilemmas that currently exist within the global health care environment of the 21st century are analyzed for their impact on the profession of nursing and on the health and well being of individuals and populations.

NURS 6100. Prin. Leadership/Mgmt. in H.C.

Transitioning from novice to expert in the role of a nursing leader is explored in this course. Content includes theoretical foundations of leadership and management which will enable the student to function effectively in a leadership role in community- and hospital-based settings. Emphasis will be placed on core leadership and management functions and values needed to support the goals of Healthy People 2020 to improve quality of life and reduce health disparities for individuals and populations.

NURS 6110. Prin. of Education in Nursing

This course focuses on the theoretical foundations of teaching, learning innovations, and the multifaceted role of a nurse educator in multiple settings. The course will provide a background for nurse educators to promote safe and effective learner outcomes based on evidence-based practice and ethical guidelines. Expectations of a leader in nursing education are explored.

NURS 6120. Educational Strategies and cur

This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans for the nurse educator. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques. In addition, this course examines the principles, philosophies, and theories used in curriculum development in nursing. Students will define, design and analyze a selected curriculum model.

NURS 6130. Evaluation of Learning

This course will provide methods of assessing learning outcomes for individuals and groups in academic and clinical settings. Emphasis is placed on theoretical reflections and empirical methods used to evaluate educational programs, institutions, personnel, and students.

NURS 6140. Trans. to Nurse Educator Role

This clinically based course provides the opportunity for students to operationalize the theoretical principles and concepts studied in previous courses. Students will have the opportunity to assume the role of educator within a selected specialty area.

NURS 6200. Analysis-System Performance

This course is designed to develop an understanding of the issues surrounding safety and quality in the delivery of health care services and the critical role of advance practice nurses in addressing these issues. The student will examine a number of business and health-care models used to advance a just culture of safety and quality improvement outcomes. Performance improvement tools, performance measures and standards related to quality management will be examined.

NURS 6220. Effective Teaching/Learning

This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans. General

principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques.

NURS 6300. Trans. into Leadership Role

This clinically based course operationalizes the theoretical and norms studied in previous courses. The student will have the opportunity to apply the concepts of leadership within a selected specialty area.

NURS 6310. Resource Management in Healthc

This course will examine the management of critical financial and human resources needed for healthcare delivery. Legal, political, economic, socio-cultural, and technological issues that shape these resources will be explored. Ethical theories that guide decision making regarding the production and distribution of these resources will provide a framework for analysis and evaluation.

NURS 6330. Evaluation of Learning

This course will provide methods of assessing learning outcomes for individuals and groups in academic and clinical settings. Emphasis is placed on theoretical reflections and empirical methods used to evaluate educational programs, institutions, personnel, and students.

NURS 6400. Trans. into Leadership Role

This practicum-based course provides students the opportunity to apply theoretical concepts and ethical principles of leadership and management, supporting their transition to an advance practice role. Students will participate as members of interprofessional teams in addressing issues concerning quality and service excellence in promoting health outcomes of culturally diverse individuals and populations. Students will also attend to the work environment of the practice site and evaluate organizational goals and outcomes.

NURS 6440. Curriculum Development

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

NURS 6550. Trans. to Nurse Educator Role

This clinically based course provides the opportunity for students to operationalize the theoretical principles and concepts studied in previous courses. Students will have the opportunity to assume the role of educator within a selected specialty area.

NURS 6610. Diagnostic & Clinical Reasonin

This course focuses on diagnostic reasoning as a framework to synthesize knowledge for comprehensive assessment of primary care patients throughout the life span. Advanced health assessment techniques are emphasized and refined. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings including communication techniques unique to the specialty population. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored.

NURS 6611. Diagnostic & Clinical Reasonin

This course focuses on diagnostic reasoning as a framework to synthesize knowledge for comprehensive assessment of primary care patients throughout the life span. Advanced health assessment techniques are emphasized and refined. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings including communication techniques unique to the specialty population. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored.

NURS 6620. Adv Health Assessment for FNP's

This course in health assessment expands the nurse's knowledge of cognitive processes and psychomotor skills needed for comprehensive assessment of clients across the lifespan. Students are expected to perform a physical, mental, developmental, and nutritional assessment, obtaining a health history, perform selected diagnostic procedures, and record findings. Interviewing skills that enable the nurse to relate to various clients across the life span will be refined. Use of diagnostic and motivational interviewing skills with individuals

from diverse cultures will be emphasized. This course consists of didactic and clinical lab experiences. Students will obtain a comprehensive physical and mental health/substance use history and will perform a physical and mental status examination on an adult and pediatric client. Students will have documentation assignments on systems covered in lecture. All students will perform physical and mental health assessments in laboratory and clinical settings.

NURS 6630. Hlth Prom of Adults and Fami

This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, health maintenance, disease prevention, and the management of common acute and chronic health problems of adults in primary health care settings. Emphasis is on the family as the basic unit of nursing care. Discussion will include non-pharmacologic and pharmacologic management of common health problems. Criteria for consultation and indications for referral along with exploration of available community resources will also be considered.

NURS 6640. Adv Pharmacology for FNPs

Course focuses on examination of the major categories of pharmacological agents and application of pharmacological concepts in the clinical practice setting. Emphasis is placed on understanding the physiological action of the drugs, expected patient responses and major effects. This course is prerequisite for clinical courses that integrate the knowledge of pharmacotherapeutics into effective nursing practice.

NURS 6650. Hlth Prom of Children and Fami

This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, maintenance, and management of common acute and chronic health problems of infants, children, and adolescents in primary health care settings. Emphasis is on the description of the condition or disease, etiology and incidence, clinical findings, differential diagnosis, management, complications and preventive and patient education measures. Consideration is given to cultural and ethical issues that affect health care delivery and client adherence to the management plan. Established protocols for practice are used to indicate the need for consultation, referral, and community resources.

NURS 6660. Pop Hlth and Emerging Disease

This course strengthens students' capacity to integrate and apply public health concepts and epidemiologic methods to improve population health. The theory and scope of public health practice are analyzed in the context of the complex interplay between science, law, policy, and ethics. Students synthesize and apply public health concepts (e.g., population perspective, health promotion and prevention, determinants of health) and methods (e.g., policy /advocacy /epidemiology /quality improvement/program planning).

NURS 6670. Adv Practice Nurs Roles in Soc

This course focuses on diagnostic reasoning as a framework to synthesis knowledge for comprehensive assessment of primary care patients throughout the life span. Advanced health assessment techniques are emphasized and refined. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings including communication techniques unique to the specialty population. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored

NURS 6680. Hlth Prom of Elderly and Famil

This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, disease prevention, early detection, and management of common acute and chronic health problems of the elderly client and his family. The nurse practitioner's role in promoting successful aging, maintaining function and promoting self care, through the use of the community, personal and family resources is stressed. Common geriatric syndromes and problems including chronic illnesses and their management are emphasized. Ethical dilemmas that impact the health care of the older adult are integrated throughout the course.

NURS 6690. Nurse Practitioner Practicum

This experience gives the student responsibility for the primary health care services of individuals and families supervised by a nurse practitioner and/or physician preceptor. Students are expected to practice as a nurse practitioner, assuming increasing responsibility for planning and implementing therapeutic processes and for documenting and evaluating outcomes of care. Students will apply theories by investigation and management of health problems in primary health care settings.

NURS 6691. Nurse Practitioner Practicum

This experience gives the student responsibility for the primary health care services of individuals and families supervised by a nurse practitioner and/or physician preceptor. Students are expected to practice as a nurse practitioner, assuming increasing responsibility for planning and implementing therapeutic processes and for documenting and evaluating outcomes of care. Students will apply theories by investigation and management of health problems in primary health care settings.

NURS 6995. Master's Thesis Research

Thesis research.

NURS 6999. Focused Project-Master'sThesis

The main focus of this course will be a faculty guided project or thesis that addresses a significant problem or issue within the nursing profession. Students will choose a problem that is of concern to nurse educators or to nurse leaders, as appropriate for the declared track in the master's program. The project is an evidence-based synthesis of knowledge and information from previous courses to develop, implement and evaluate a plan related to teaching and delivery of content to learners. The thesis uses the research process to analyze primary or secondary data and supports the synthesis of knowledge and information from previous courses. Students will be expected to provide an oral defense of the project/thesis. Students choosing to complete course requirements through a paper presentation will be expected to also complete a comprehensive exam.

PARA 1101. Introduction to Law & Ethics

This course provides an overview of the legal system and the role of attorneys and paralegals within the system. The course also focuses on critical thinking, communication skills, case analysis, the laws of contracts and torts, and ethical issues confronted by legal professionals. In addition, the course provides an overview of paralegal careers and employment techniques.

PARA 2203. Civil Litigation

This course focuses on drafting skills and the procedural rules and statutes governing state and federal civil courts. It is designed to take the student through all facets of a case: the initial client interview, the initiation of a case (or alternative dispute remedies), preparation of pleadings and discovery, motion practice, drafting of settlement and trial documents and the appellate process.

PARA 2205. Legal Research and Writing

This course focuses on federal and state legal research utilizing law library books, online databases, and law-related Internet sites. Students will learn citation skills and draft legal memoranda based on case law and statutes. This course will require extensive out-of-class library time.

PARA 2207. Criminal Litigation

This course focuses on the criminal justice system and related statutes and constitutional issues. Students learn substantive and procedural rules and become familiar with pleadings filed in criminal court by prosecutors and defense attorneys.

PARA 2209. Business Organization

This course focuses on various business entities, such as sole proprietorships, general partnerships, limited partnerships, limited liability partnerships, limited liability companies, and corporations. The unique characteristics of business entities, including the advantages and disadvantages of each entity, are also explored. Emphasis is placed on practical considerations, such as the legal documents

required during the formation, operation, maintenance, and dissolution stages.

PARA 2211. Computers in the Law

This course introduces students to computer applications commonly used in a legal environment. Students gain hands-on experience working with software used for litigation and graphic support, case management and docket control, timekeeping and billing, advanced word processing and spreadsheets, trial preparation, eDiscovery, and web conferencing.

PARA 2213. Real Estate Law

This course examines real property law concepts, with a focus on the buyer-seller relationship, title examinations and title insurance, and closing procedures. Students prepare a closing statement and draft other documents needed to prepare for a real estate closing.

PARA 2221. Bankruptcy/Debtor-Creditor Rel

This course teaches students to learn about the documents filed in bankruptcy court by attorneys representing debtors and creditors in Chapter 7, 11 and 13 cases. In addition, the course will discuss collection remedies on judgments obtained in civil court by secured and unsecured creditors.

PARA 2222. Occupational Internship

A minimum of 150 hours of on-the-job paralegal or other substantive law-related training in an approved work situation. Students work an average of 10-15 hours each week. Prerequisite(s): Completion of at least 75% of all paralegal career courses and program approval.

PARA 2223. Wills, Trusts and Probate Law

This course teaches students the terminology and laws applicable to wills and trusts, and how to prepare these documents. Students also learn the procedural rules of Probate Court.

PARA 2225. Family Law

This course focuses on marriage, annulment, antenuptial agreements, divorce and adoption. Students prepare all of the documentation necessary to file a divorce.

PARA 2227. Health Care Law

This course teaches students the legal issues involved in the health care industry. Students review and analyze contracts prepared by paralegals and attorneys for hospitals, doctors and Health Maintenance Organizations.

PARA 2229. Intellectual Property Law

This course takes a practice-oriented approach to the fields of patent, trademark, and copyright litigation and persecution.

PARA 2231. Administrative Law

This course explores the interaction between legal professionals and administrative agencies. Topics include the Administrative Procedures Act and related statutes and administrative rules, in areas such as environmental and social security law.

PARA 2233. Employment Law

This course teaches federal and state employment law, discrimination and disability statutes and practical issues and before administrative agencies.

PARA 2235. Law Office Skills

This course involves the student in practical problem solving and hands-on scenarios that may occur in a law office, such as those regarding ethical issues, written communications, document management, and timekeeping/billing procedures.

PARA 4020. Advanced Civil Litigation

This course builds upon litigation skills acquired in other courses by allowing students to actively participate in the preparation necessary for trial with an emphasis on complex litigation.

PARA 4030. Adv. Legal Research & Writing

This hands-on course will allow students to use the skills acquired in lower division coursework to prepare and review more sophisticated and complex legal documents. Special emphasis will be placed on the process of analyzing legal documents. Students will gain additional expertise in electronic legal and factual research. The course culminates with the preparation of a research paper by the student on a topic chosen by the student and instructor. This course requires extensive out-of-class research time.

PARA 4850. Legal Studies Capstone

This course will provide an opportunity for students to review the major legal concepts taught in the Legal Studies program. It will allow students to see how these different legal practices and theories coalesce into a single legal system.

PHIL 1001. Introduction to Philosophy

Introduction to the central issues, questions, and theories of Western Philosophy. Topics covered include logic & critical thinking; religion; know & skepticism; philosophy of mind; freedom and determinism; and ethics. Students are expected to engage in philosophical discussion based on primary and secondary texts.

PHIL 2010. Introduction to Philosophy

Introduction to the central issues, questions, and theories of Western Philosophy. Topics covered include logic and critical thinking; religion; knowledge and skepticism; philosophy of mind; freedom and determinism; and ethics. Students are expected to engage in philosophical discussion based on primary and secondary texts.

PHIL 2030. Ethics/History/Cntmpry Persp

An examination of the central questions of moral philosophy through the reading and discussion of representative texts of major philosophers and the application of moral reasoning to contemporary ethical issues and problems in fields such as communications, medicine, business and the environment. Topics addressed include the meaning of "good" and "bad," right conduct, happiness and well-being, moral character and justice.

PHIL 2040. Intro to Aesthetics

An introduction to the philosophical questions "what do you mean?" and "How do you know?" in the realm of aesthetics, most particularly in the arts. Through readings and discussions of representative philosophical texts and with close attention to aesthetic objects themselves, questions such as the following will be examined. What is artistic expression? What do works of art mean? Is there a general definition of art? What makes a work of art good? Critical thinking and communication skills are emphasized.

PHIL 3200. Ancient Philosophy

The course studies philosophical literature of the eighth century B.C.E. throughout the third century C.E., including Pre-Socratic thought, Epicureanism, Stoicism, and Skepticism, with special emphasis on Socrates, Plato, and Aristotle.

PHIL 3301H. Ethics/Hist./Cntmp. Pres.-Hon.

A course which will examine the central questions of moral philosophy through the reading and discussion of representative texts of major philosophers. It will also examine the application of moral reasoning to contemporary ethical issues and problems in fields such as communications medicine, business, and the environment. Topics addressed include the meaning of "good" and "bad," right conduct, happiness and well-being, moral character, and justice. Critical thinking and communication skills are emphasized.

PHIL 3400. Medieval Philosophy

The course studies philosophical literature of the third through fourteenth centuries B.C.E., including Porphyry, Boethius, Augustine, Anselm of Canterbury, Peter Abelard, Thomas Aquinas, Henry of Ghent, John Duns Scotus, William of Ockham, and John Buridan.

PHIL 3600. Modern Philosophy

The course studies philosophical literature of the 16th throughout the 18th centuries, through careful examination of, and critical engagement

with, such figures as Hobbes, Descartes, Pascal, Locke, Leibniz, Spinoza, Berkeley, Hume and Kant.

PHIL 3800. Contemporary Philosophy

An examination of works of major thinkers of the 20th century. Philosophers to be studied include Martin Heidegger, Jean-Paul Sartre, and Simon De Beauvoir, from Germany and France, and C. S. Peirce and John Dewey, from the U.S.

PHIL 4200. Philosophy of Religion

This course studies world literature on the philosophy of religion. Topics include proofs of God's existence, science and religion, the problem of evil, reason and religion experience, religious pluralism, free will, and life after death.

PHIL 4400. Philosophy of Culture

A topical or thematic approach to the study of the networks of relationship between philosophical ideas and the social structures in which those ideas arise and are interpreted, considering both historical and contemporary perspectives. Critical thinking and communication skills are emphasized.

PHIL 4600. Logic and Philosophy

The course studies propositional and predicate logic against a backdrop of literature on the philosophy of logic.

PHIL 4800. Special Topics in Philosophy

An examination of selected topics or philosophical movements, such as Women and Philosophy, Philosophy of Law, Eastern Philosophy, and Existentialism.

PHIL 4900. Directed Study

The student, with the advice and permission of the directing professor, selects the topic and submits a prospectus for department approval before the semester in which the course is to be taken.

PHIL 5000. Classics in Philosophy

An examination of the original documents, the classic primary texts, in the history of philosophy in Western Culture. Primary source readings--including Socrates, Plato, Aristotle, Descartes, Hume, and Kant--will be supplemented by a history-of-philosophy text that will place these works in historical and philosophical context.

PHIL 5200. Ancient Philosophy

In this course we will examine the philosophical literature of the eighth century B.C.E. through the third century C.E., including Pre-Socratic thought, Epicureanism, Stoicism, and Skepticism, with special emphasis on Socrates, Plato, and Aristotle.

PHIL 5201. Philosophy in the US

A study of the American philosophical tradition of pragmatism as a unique and original contribution to Western philosophy. The focus of the course is on the thought of four classical American philosophers: Peirce, James, Santayana, and Dewey. It will also consider the intersection of pragmatism with analytic and linguistic philosophy. Finally, the course will examine the origin of pragmatism in American intellectual history, keeping in mind social and cultural influences, and will look ahead to the influence and relevance of pragmatism for present-day culture.

PHIL 5300. Philosophy of Law

In this course we will examine philosophical issues in law and legal theory. These issues fall into three broad categories of study: (1) questions relating to the moral authority of law and its limits, questions of civil disobedience, and theories of punishment; (2) general theories of the nature of law (natural law, legal positivism, and critical theories of law as a practice of social domination); (3) questions about the role of courts and constitutions in a democratic society.

PHIL 5350. Social & Political Philosophy

In this course we will examine a number of the main figures, texts, and ideas in the history of Western social and political thought. We will move from classical accounts of politics and community in Plato and Aristotle, to modern ideas of liberalism and socialism in Locke, Mill,

Rousseau, and Marx (16th century to present), concluding with a look at more contemporary thinkers on issues of social justice and the welfare state, race and gender inequality, and the status of freedom and democracy in pluralistic, globalized societies.

PHIL 5400. Medieval Philosophy

In this course we will examine the philosophy of the middle ages (dating from the fourth through sixteenth centuries C.E.). Special attention will be paid to the medieval incorporation of the Greco-Roman, Jewish and Islamic traditions, the thirteenth-century birth of the university and the gradual transition from medieval to modern philosophy.

PHIL 5500. Women in Philosophy

An examination of the original documents, the classic primary texts, in the history of philosophy in Western Culture. Primary source readings--including Socrates, Plato, Aristotle, Descartes, Hume, and Kant--will be supplemented by a history-of-philosophy text that will place these works in historical and philosophical context.

PHYS 1111. Introductory Physics I

An introductory course which will include mechanics (kinematics, dynamics, work and energy, momentum and collisions, and rotational motion and statics), and may also include thermodynamics and waves. Elementary algebra and trigonometry will be used.

PHYS 1111L. Introductory Physics Lab I

Laboratory accompanying PHYS 1111.

PHYS 1112. Introductory Physics II

An introductory course which will include electrostatics, electric current and circuits, and electromagnetism, and may also include optics and modern physics. Elementary algebra and trigonometry will be used.

PHYS 1112L. Introductory Physics Lab II

Laboratory accompanying PHYS 1112. This laboratory is required only for students majoring in the following disciplines: agriculture, biology, and physical therapy. Pre-medical students following an applied biology track, and veterinary students are also required to take this laboratory course.

PHYS 2211. Principles of Physics I

An introductory course which will include mechanics (kinematics, dynamics, work and energy, momentum and collisions, and rotational motion and statics), and may also include thermodynamics and waves. Elementary calculus will be used.

PHYS 2211K. Principles of Physics & LAB

An introductory course which will include material from mechanics, thermodynamics and waves. Elementary differential calculus will be used. This course has a laboratory component that requires a lab kit.

PHYS 2211L. Principles of Physics Lab I

Laboratory accompanying PHYS 2211.

PHYS 2212. Principles of Physics II

An introductory course which will include electrostatics, electric current and circuits, and electromagnetism, and may also include optics and modern physics. Elementary calculus will be used.

PHYS 2212K. Principles of Physics II

An introductory course that will include material from electromagnetism, optics, and modern physics. Elementary differential and integral calculus will be used. This course has a laboratory component that requires a lab kit.

PHYS 2212L. Principles of Physics Lab II

Laboratory accompanying PHYS 2212.

PHYS 2454. Statics

This is a pre-engineering/applied mathematics course that will cover the following topics: forces, moments, couples, equilibrium, equipollent systems, resultants, distributed forces, equilibrium analysis, free-body diagrams, practical examples, trusses, methods of joint and sections,

multi-force members, shear-force and bending- moment diagrams, statics and structural design, coulomb friction, centroids and center-of-mass.

PHYS 3213. Prin of Physics III - Modern

A survey of twentieth century physics. Topics include Special Theory of Relativity, Planck's Theory of Radiation, particle/wave duality, Schrodinger equation solution for simple potentials, and properties of one-electron atom. Applications of quantum principles to multi-electron atoms, molecular, and nuclear structures may also be discussed.

PHYS 3214. Classical Mechanics

A review of vectors algebra, Newtonian mechanics, many body systems, motion in central fields, small oscillations, rotation of rigid bodies, Lagrangian equations, and non-inertial reference frames.

PHYS 3220. On-Campus Internship I

This is an internship program for selected students who will perform supervised work related to physics and/or pedagogy in conjunction with physics faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

PHYS 3221. On-Campus Internship II

This is an internship program for selected students who will perform supervised work related to physics and/or pedagogy in conjunction with physics faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

PHYS 3223. On-Campus Internship

This is an internship program for selected students who will perform supervised work related to physics and/or pedagogy in conjunction with physics faculty at Clayton State University. Students will be assigned a grade for this course based on an evaluation by the faculty supervisor.

PHYS 3224. Introductory Research

This course is a supervised introductory research experience with Biology faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other Clayton State University faculty.

PHYS 3230. Introductory Research I

This course is a supervised introductory research experience with Physics faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other Clayton State University faculty.

PHYS 3231. Introductory Research II

This course is a supervised introductory research experience with Physics faculty at Clayton State University. Students must articulate clear project goals and objectives. Students will learn to demonstrate use of scientific literature, and document their progress using a research notebook. The project will be summarized in a written research paper and an oral presentation to the department faculty. Students will be assigned a grade for this course based on evaluation by the supervisor and other Clayton State University faculty.

PHYS 3454. Statics

This is a pre-engineering/applied mathematics course that will cover the following topics: forces, moments, couples, equilibrium, equipollent systems, resultants, distributed forces, equilibrium analysis, free-body diagrams, practical examples, trusses, methods of joint and sections, multi-force members, shear-force and bending- moment diagrams,

statics and structural design, coulomb friction, centroids and center-of-mass.

PHYS 3650. Modern Physics

An introductory course which includes material from relativity, quantum mechanics, models of the atom, lasers, solid state physics, nuclear physics, and elementary particles. Study is focused on contemporary applications including those to biology and medicine.

PHYS 3650L. Modern Physics Laboratory

This is a laboratory accompanying PHYS 3650.

PHYS 4215. Electricity and Magnetism I

A survey of electro and magnetostatics. Topics include Coulomb's Law, Ampere's Law, scalar and vector potentials, and Laplace's equation.

PHYS 4216. Methods of Mathematical Phys

A survey of the mathematical techniques required for the description of physical systems.

PHYS 4222. Physics Research Practicum

Research experience for students in Physics. Practicum assignments must be approved by the student's major advisor and the Physics faculty.

PHYS 4230. Physics Research Practicum I

Research experience for students in Physics. Practicum assignments must be approved by the student's major advisor and the Physics faculty.

PHYS 4231. Physics Research Practicum II

Research experience for students in Physics. Practicum assignments must be approved by the student's major advisor and the Physics faculty.

POLS 1101. American Government

An introductory level survey of the American political system in an international context, emphasizing across cultural approach to the study of the structure and processes of policy decision-making. The course incorporates comparison of the American political system and other types of political systems. The course also includes the study of world geography, emphasizing a knowledge of the global configuration of nation states.

POLS 1101H. American Govt. - Honors

An introductory level survey of the American political system in an international context, emphasizing across cultural approach to the study of the structure and processes of policy decision-making. The course incorporates comparison of the American political system and other types of political systems. The course also includes the study of world geography, emphasizing a knowledge of the global configuration of nation states.

POLS 2101. Intro to Political Science

An introduction to concepts and methods appropriate to the understanding and analysis of individual and group political behavior and political systems.

POLS 2401. Intro to Global Issues

An examination of current global issues.

POLS 3212. State & Local Government

Provides an in depth study of the political process and administrative procedures used in American state and local governments to address social, economic, and political issues. Comparative analysis of relevant actors and strategies across the states is incorporated.

POLS 3220. Judicial Process

An introduction to the legal process as a whole, including the functions of courts, lawyers, and other actors in the legal system. Specific issues such as court reform, crime control, civil liberties, and civil rights will be covered. The Supreme Court and the development of constitutional interpretation through judicial decision-making will also be explored.

POLS 3308. American Foreign Policy

This seminar is designed to introduce students to the political and contemporary issues related to U.S. foreign policy. The course covers American foreign policy in the 20th century with an emphasis on national security issues. Then the course will proceed with an in-depth coverage of major groups and institutions involved in formulating American foreign policy. The particular focus will be on the roles of the presidency, Congress, executive branch (e.g., State Department), interest groups, mass media, and public opinion.

POLS 3320. Public Policy

An analysis of selected public policy issues and the interplay of organizations and politics in the policy-making process.

POLS 3323. Comparative Politics

An introduction to the comparative approaches for the study of politics, focusing on patterns of development and change in contemporary political systems.

POLS 3324. International Pol. Economy

This course introduces students to the study of international political economy, an interdisciplinary field that examines the interaction between the state and the economy. It focuses on how the state and political process affect the economy and how organization of the economy affects political process. Key issues which will be addressed include: the role of states, international and domestic institutions in shaping trade, monetary and fiscal policies, foreign direct investments (FDI), and development.

POLS 3326. Human Rights

Focuses on the historical roots of international human rights regime. It will examine the various actors and organizations in human rights debate, including: states, international organizations, non-governmental organizations and non-state actors. The course will challenge students to think as human rights advocates in the examination of issues such as the use of military force to promote human rights, war crimes, crimes against humanity, humanitarian intervention, women's rights, child labor, human trafficking and the international Criminal Court (ICC).

POLS 3329. Pol. of the Developing World

Provides students with an understanding of the diversity and complexities of the developing world, sometimes referred to as the "Third World," "Global South," "Less Developed World" and "Non Industrialized Countries." It will examine the general characteristics of developing countries as well as illuminate many contrasting features. Similarly, the course will familiarize students with the many challenges that these countries face, and acquaint students with the various mechanisms used to measure the levels of development in the developing countries.

POLS 3340. U.S. Supreme Court

The course is an inside look at the U.S. Supreme Court. This includes the investigation of the Supreme Court as both a legal and political institution. Course discussion includes how cases make it to the Court, how the justices decide them once they're there, and what impact those decisions have in the real world. Overall, the course provides an introduction to the Supreme Court and provides a basis for further study in the field of Public and Constitutional Law.

POLS 3343. Principles of Public Admin.

Examines the methods and procedures of governmental administration and the control of public bureaucracies in democratic societies.

POLS 3350. International Relations

International Relations examines the international order, conflict and war, determinants of foreign policy, global actors and the dynamics of political interaction between nation-states.

POLS 3360. The U.S. Congress & Presidency

Provides an overview of the U.S. Congress and Presidency. Topics may include elections, voting behavior of Congressional members, political parties, the multiple views of the committee system, and the

interaction between the branches of government. Character typologies of the presidency, the internal organization of decision-making in the White House, and the relationship of the presidency to the public and the mass media will also be discussed. A portion of the course may be devoted to an examination of the campaign and election process.

POLS 3370. The US Presidency

The U.S. Presidency examines the historical development of the presidency, the constitutional powers, the personalities, the roles and the relationship with other governmental entities.

POLS 3380. Interest Groups & Pol. Parties

Examines the nature, structure, and functions of interest groups and political parties in differing national cultural contexts with particular attention to electoral activity and its role in the policy making process.

POLS 3382. Women and Politics

Provides an in-depth knowledge of themes pertaining to women in politics, both within the U.S. and the international sphere. Emphasis will be placed on the universal suffrage movements, women's social movements, and the participation of women in politics and public policy.

POLS 3385. Campaigns and Elections

Provides an in-depth look at the process of selecting governmental leaders in the United States. Includes a segment on foreign elections.

POLS 3386. Mass Media and Politics

Examines the role of the mass media in society. Emphasis is placed on the media's role in the social, legal, and political processes in the United States, as well as other democratic and non-democratic countries.

POLS 3388. African American Politics

An examination of African American political behavior, including the theoretical underpinnings of political action, the electoral preferences of African Americans, and the role of African Americans in United States political institutions.

POLS 3390. International Organizations

This course focuses on the ever-changing role that international organizations and non-governmental organizations play in international politics. Coverage will include theoretical and practical aspects of these organizations and the global problems that they attempt to address.

POLS 4412. Urban Affairs and Problems

Urban Affairs focuses on the changing patterns of local and municipal governments and politics, impact of reappointment and other problems generated by an urbanized society.

POLS 4420. Political Philosophy

Political Philosophy is a survey of the political thought such great thinkers as Machiavelli, Hobbes, Locke, Rousseau, Burke, Hume, Hegel, Mill and Marx emphasizing the aspects of their thought most relevant to the development of Western political institutions.

POLS 4421. Political Thought

Introduces normative political theories about the moral foundations of politics to try to answer questions about how the world ought to work. Political thought is therefore a component of the realm of philosophical inquiry known as "ethics." The course covers different topics including, but not limited to, American exceptionalism, African-American political thought, and Feminist theory, but the focus will be on applying these to specifically political questions.

POLS 4422. African Amer Political Thought

African American Political Thought examines major African American Political thinkers and activists. Historical and contemporary thinkers will be included.

POLS 4424. Judicial Process

An introduction to the legal process as a whole, including the functions of courts, lawyers, and other actors in the legal system. Specific issues such as court reform, crime control, civil liberties, and civil rights will be

covered. The Supreme Court and the development of constitutional interpretation through judicial decision-making will also be explored.

POLS 4425. Constitutional Law I: Institut

Provides an in-depth study of the constitutional status of federalism, the separation of powers doctrine, and the constraints on the power of the United States Supreme Court by discussing relevant Supreme Court case law.

POLS 4426. Constitutional Law II: Civil L

Provides an in-depth study of the fundamental principles of individual rights in American federal constitutional law. It surveys the areas of due process, equal protection, state action, and the Bill of Rights. The course will also cover the broader theories of constitutional interpretation.

POLS 4427. Equal Rights in America

Equal Rights in America provides an in-depth investigation into the major accomplishments and shortfalls of the Civil Rights Movement from 1954-1968. It will also cover current equality issues that arose from and after this movement. These would include: gender, sexual orientation, immigration and economic inequalities.

POLS 4428. Jurisprudence

The study of major topics in the philosophy of law concerning the relationship of law to morality, justice and social structure, the nature of law in general, the importance of the rule of law and limits to the rule of law; relevant legal theory, and examination of fundamental principles in specific areas of law and the application of legal concepts to contemporary American society.

POLS 4429. Judicial Politics

The course examines courts in the American political system and specifically the Supreme Court. The course investigates the selection of judges, the flow of decisions through trial and appellate courts, the role of non-judicial actors, the considerations of judicial decision-making, and the relations between courts and other government institutions. Lastly, the course will examine the role of the legal, attitudinal, and strategic models of decision-making and how a perceived apolitical institution became the lynchpin of national political discussions.

POLS 4451. Politics of Europe

Designed to acquaint students with political institutions and processes of individual European nations and regional organizations including NATO and the European Union in the post-Soviet era. Particular emphasis will be placed on analysis of the relations of these countries with the United States on selected issues of contemporary relevance. This course examines key countries and studies their political structure in detail.

POLS 4452. Politics of Asia

Politics of Asia examines contemporary sociopolitical and economic characteristics needed to understand the many countries of Asia. In addition, a "country profile" approach will be used. Particular emphasis will be placed on analysis of the relations of these countries with the United States on selected issues of contemporary relevance. This course examines key countries and studies their political structure in detail.

POLS 4453. Politics of Africa

Examines contemporary sociopolitical and economic characteristics needed to understand the many countries of Africa. In addition, a "country profile" approach will also be used. Particular emphasis will be placed on analysis of the relations of these countries with the United States on selected issues of contemporary relevance. This course examines key countries and studies their political structure in detail.

POLS 4454. Politics of the Middle East

Politics of the Middle East examines contemporary sociopolitical and economic characteristics needed to understand regional culture in the many countries of the Middle East/North Africa. The role of Islam, the Gulf War, the quest for development, the Palestine issue, and democracy versus authoritarianism are themes that will be covered in

the course. In addition, a "country profile" approach will also be used. Particular emphasis will be placed on analysis of the relations of these countries with the United States on selected issues of contemporary relevance. This course examines key countries and studies their political structure in detail.

POLS 4455. Politics of Latin America

Politics of Latin America is designed to acquaint students with political institutions and processes of nations in the region. Particular emphasis will be placed on analysis of the relations of these countries with the United States on selected issues of contemporary relevance. This course examines key countries and studies their political structure in detail.

POLS 4470. Politics in Film

Examines U.S. cultural trends through films about politics. Shifts between cynicism and idealism in the media industry's portrayal of politics will be examined. The difference between left and right wing propaganda and documentaries will also be examined.

POLS 4475. Voting Behavior

This course gives students the chance to study and empirically test how voters form attitudes and opinions, what drives voters to the polls, and how voters make decisions. This course also covers voter turnout, partisanship, the role of the mass media in electoral coverage, and discusses the various models of voting behavior.

POLS 4480. Practicum - Political Science

Practicum will constitute an independent (individual or small group) political science project applying social sciences methodology, research, and analysis. The student will prepare and submit a significant political science paper and or project.

POLS 4490. Internship - Political Science

Constitutes an independent (individual or small group) political science project applying social sciences methodology, research, and analysis to actual political environments. The student will prepare and submit a significant political science paper and/or project.

POLS 4491. Internship/Practicum

Internship/Practicum in Political Science will constitute an independent (individual or small group) political science project applying social sciences methodology, research and analysis to actual political environments. The student will prepare and submit a significant political science paper and or project.

POLS 4500. Senior Capstone

Senior capstone learning experience required of all undergraduate Political Science majors. Students will use skills learned in the totality of their program to complete an original piece of empirical research under the direction of the POLS Program Coordinator and subsequent POLS faculty.

POLS 4501. Senior Thesis

Is the second course in a two course political science program capstone learning experience required of all undergraduate political science majors. Political Science majors will research and compose a written senior thesis on an approved topic under the direction of the POLS 4500 Senior Seminar and POLS 401 Senior Thesis course instructor(s).

POLS 4800. Selected Topics - Pol. Science

An exploration of contemporary topics and issues in the field of political science.

POLS 4801. Selected Topics - Pol. Science

An exploration of contemporary topics and issues in the field of political science.

POLS 4802. Selected Topics - Pol. Science

An exploration of contemporary topics and issues in the field of political science.

POLS 4900. Directed Study - Pol. Sci.

May be arranged in consultation with a faculty member and approved by the Program Coordinator.

POLS 5000. The Nature of Social Thought

This course will introduce graduate students to the philosophy and logic underlying inquiry and research in the social sciences. It will also provide students with a solid basis for understanding the reasons for contemporary social scientists' approaches to research.

POLS 5010. Public Administration

This course is an introduction to the fundamental concepts and practices relevant to the role of the non-elected, career administrator in a democratic system.

POLS 5030. Public Policy

This course will explore the process of public-sector policy-making by examining selected policy issues and outcomes. Special attention will be given to the role of policy analysis and politics in the process.

POLS 5050. Research Methods & App Stats

An overview of research design and research methodology as it applies to social sciences, and a review of descriptive and inferential statistics as they apply to the field of social sciences.

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 & 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.

POLS 5210. Ethics in Public Admin.

This course examines basic issues of morality and ethics associated with public service roles in a democratic society. Topics covered in this course include the foundations of public service ethics, individual-

centered approaches to ethics, institutional approaches to ethics, and issues in public service ethics.

POLS 5230. Public Sector Leadership

This course examines the various roles a public service leader assumes when working within and outside an organization. The course provides an evaluation of leadership theory and application, with special attention paid to governance within public and private organizations.

POLS 6040. Policy Analysis

This course will teach students to analyze complex public-policy issues and develop concise reports with recommendations on how to address these issues.

POLS 6051. Program Evaluation

Designed to familiarize students with techniques that are utilized in evaluating the effectiveness and impact of public policies and programs. It offers an analysis of a program development with emphasis on procedure and design.

POLS 6060. Public Admin HR Management

This course is a study in human resource management in public and non-profit agencies. It will address current complex human resource issues, by introducing the student to best practices for impacting long-term workforce needs, recruiting and maintaining high-performance teams, and creating a culture of excellence within governmental agencies.

POLS 6210. Law for Public Administrators

Using case law and real-world examples, students in this class will examine constitutional, administrative, and civil laws that regulate the actions of public servants.

POLS 6230. Local Govt Admin & Finance

An introduction to local governmental organization and its various agencies. Particular attention will explore the management of revenue-raising and expenditure activities, including financial management, budgeting, grants and contracts, expenditure monitoring, procurement and purchasing policies, and financial auditing procedures.

POLS 6250. Org. Theory and Management

This course is an introduction to major theories concerning organizational behavior and management in the public sector, including analysis of individual behavior in an organizational context. Contemporary trends in organization theory and public management are emphasized.

POLS 6940. Internship in Public Admin

Supervised field experience in a governmental or not-for-profit agency. Students will be required to complete a project that uses scholarly research to illuminate experience gained during their internship.

POLS 6980. Project in Public Admin

Using knowledge obtained from coursework, and input from a faculty advisor, students will produce a research paper analyzing an element of public administration and/or policy.

PSYC 1101. Intro to General Psychology

A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality, and abnormal psychology. Applicability of theories and research findings across contemporary cultures is considered.

PSYC 2101. Psychology of Adjustment

An introductory examination of the applied psychological theory and research concerning mental health and well being. It is recommended that PSYC 1101 be taken prior to PSYC 2101.

PSYC 2103. Intro to Human Development

An introductory, non-laboratory based examination of human development across the lifespan with an emphasis on normal patterns

of physical, cognitive, and social development. It is recommended that PSYC 1101 be taken prior to PSYC 2103.

PSYC 2105. Statistics for Psychology

This course is designed to introduce students to basic statistical methods for the design and analysis of research in psychology. Subject areas include: measurement, organizing and displaying data (e.g. graphs and tables), descriptive statistics (e.g. mean, median, mode, variance, standard deviation), elementary probability, correlation and regression, hypothesis testing, sources of error, power, effect size, and an introduction to analysis of variance and factorial designs.

PSYC 2110. Psychology in the Workforce

This course serves as an introduction to the Psychology major, with an exploration of career options in psychology, as well as training on the use of American Psychological Association format for writing in the social sciences. Students will learn about the options that they have with their Bachelor's degree in Psychology and those they may have should they continue their education at the graduate level.

PSYC 3100. Interpersonal Comm & Helping

This course will address the use of basic helping and communication skills that would be applicable to a variety of work settings and situations, including the development of listening skills, knowledge about working with diverse populations, and increasing self-awareness with the goal of developing and maintaining successful working relationships.

PSYC 3110. Applied Psychology

An overview of the application of psychology to practical problem in areas such as mental and physical health, business and industry, and education. Will emphasize application of computer technology as currently used in psychology-based careers

PSYC 3120. Intro-Therapeutic Intervention

An exploration into the varied strategies used in therapeutic situations. Approaches from a variety of perspectives such as psychodynamic, cognitive, behavioral, and humanistic will be examined and applied using a variety of strategies including modeling and role playing. Issues related to functioning effectively as a helping professional will also be explored.

PSYC 3130. Social Psychology

A survey of the major theories and research findings regarding social influences on human behavior. Areas explored will include attitudes, prejudice, gender roles, altruism, conformity, obedience, attraction, and aggression.

PSYC 3140. Crisis Intervention

This course is designed to provide a theoretical and applied foundation for working with people in crisis. Students will examine the dynamics of various situations and developmental crises, consider family and cultural influences on coping and explore methods for intervening in crisis situations.

PSYC 3150. Group Dynamics

This course will provide students with a foundation in the principles of group dynamics, with an emphasis on small-group dynamics. Research in the field of group dynamics will be discussed, and well-established principles of group functioning, such as group formation, conflict, and impression management, will be addressed. Application of these principles to the functioning of small groups in psychology and human services-related settings will also be addressed.

PSYC 3160. Educational Psychology

Educational psychology is the study of the psychology of learning and how development and differences among individuals influence learning.

PSYC 3170. Psych. of African-American Exp

This course will explore the experiences of people of African descent in America. It will examine their cultural and historical influences and will consider the core values, beliefs and behaviors found among African Americans.

PSYC 3180. Multi-cultural Psychology

This course includes studies of multicultural trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors as age, gender, race, social class, sexual orientation, ethnicity and culture, etc. This course is meant to encourage students to reflect on the effect of culture on their own behavior, cognitions, and affect.

PSYC 3210. Abnormal Child Psychology

Abnormal Child Psychology provides an introduction to the historical and contemporary perspectives, etiologies, research, and treatment modalities for atypical child development. By the end of the course, students should have a better understanding of the 1.) evolution of theories regarding atypical child development 2.) distinction between abnormal development and normal developmental deviance 3.) putative etiologies of childhood disorders 4.) symptoms of disorders commonly diagnosed during childhood and 5.) empirically-supported interventions to ameliorate maladjustment in children.

PSYC 3300. Ethics & Professional Issues

This course is to stimulate students to think about major issues related to professional practice in human services and to challenge students to formulate positions on these issues. Students will become familiar with the various ethics codes and develop an ability to apply these codes to a variety of specific problem situations. The course also examines ethical and legal standards, risk management, professional credentialing, and standards for the helping profession.

PSYC 3350. Abnormal Psychology

A study of the scientific and cultural bases of various conceptions of undesirable behavior. Applications of principles derived from basic research will be emphasized.

PSYC 3500. Psychology of Social Justice

This course is an analysis of systems which affect our lives on a personal level. In order to really understand how we function as psychological and spiritual beings, we must understand how systems may enhance our development or create barriers in our lives. This class will help us to further realize that we are not ahistorical beings, but are transformative agents that can and will make a profound difference in the world. This class will introduce students to the works of Paulo Freire and Bell Hooks and will explore these works and examine their implications for psychology.

PSYC 3510. Psych. Testing and Measurement

An overview of psychological evaluation with emphasis on uses of personality, ability and achievement tests including basic descriptive statistics, item development and critical issues in the field of testing.

PSYC 3520. Theories of Personality

An introduction to the major theories of personality, including the psychoanalytic, humanistic, and trait approaches.

PSYC 3530. Health Psychology

An examination of the psychological factors affecting wellness, including emotional, cognitive, social, and behavioral aspects. Biopsychological mechanisms underlying illness and methods for improving health will be included.

PSYC 3560. Research Methods-Psychology

This course provides students with an introduction to research design and methods in psychology. Topics include learning to review the primary literature; developing a research idea and the development, execution, and interpretation of findings from common research designs; basic analysis of research results; and the basics of an effective written presentation of a project and results. Upon completion of this course, students will have a solid foundation in the methods used to study psychological functioning.

PSYC 3570. Human Sexuality

Sexuality is a part of all of our lives. This course is designed to explore the subject of human sexuality in a scientific and open manner. The purpose of this course is for students to gain knowledge about human

sexuality as well as critically evaluate their own ideas, values, and mores about sexuality.

PSYC 3580. Addictions

This course will investigate a broad range of addictive disorders including drugs, alcohol, and gambling as well as other problematic repetitive behaviors (e.g. internet use, binge eating, hoarding). We will investigate the complex biopsychosocial disease process of addiction. There will be emphasis on the physiological brain responses and health consequences.

PSYC 3590. Grief and Bereavement

This course equips the student to understand and respond effectively to individuals, families, groups, organizations, and communities that have experienced both symbolic and tangible loss and grief reactions. The topics covered in the course, include theories of normal and complicated grief, grief reactions and the factors that influence them at different stages of the life span, cultural and spiritual influences, vicarious trauma and the impact of loss and working in close contact with grief on professionals, and skills and strategies that address therapeutic needs of vulnerable and resilient populations.

PSYC 3600. Sexual Problems

This course will focus on the development of sexual behavior problems and dysfunction utilizing Diagnostic and Statistical Manual criteria to evaluate the etiology of disorders, cultural implications, and treatment outcomes. Areas of focus include the psychological makeup of identified disorders, which impede social relationships, adjustment, and overall wellbeing. In addition, the psychological treatment interventions and outcomes associated with working in this area of specialization will be reviewed. Models of intervention will be from clinical and health psychology perspectives.

PSYC 3700. Emerging Adulthood

This course will focus on the developmental stage of emerging adulthood, the time between adolescence and adulthood, which is typically from age 18 to the mid-20s. Topics will include an overview of developmental theories related to emerging adulthood, how emerging adults transition through major life events and issues such as relationships, love and sex, personal and psychological issues, marriage and intimate relationships, college life, and careers.

PSYC 3800. Selected Topics in Psychology

An exploration of various topics and issues in the fields of psychology & human services.

PSYC 3801. Selected Topics I

An exploration of various topics and issues in the fields of psychology & human services.

PSYC 3802. Selected Topics II

An exploration of various topics and issues in the fields of psychology & human services.

PSYC 3901. Intro-Field Work-Onsite Observ

Students will be introduced to the principles and practices of psychological field work and will spend an average of three hours per week observing work in practice.

PSYC 4110. Psychology of Gender

A study of the social construct of "gender" and its impact on individuals and societies; its interactions with biological aspects and determinants of sex; its variations across cultures; and various aspects of human sexual behavior, including their relationship to conceptualizations of gender.

PSYC 4120. Physiological Psychology

An introduction to the complex interrelationships between biological and mental processes with a particular emphasis on the impact of physiology (e.g., nervous and endocrine systems) on behavior. It is recommended that students complete at least one college-level biology course prior to taking this course.

PSYC 4130. Intro to Cognitive Psychology

An examination of the major theories and research findings in areas of human cognition such as information processing and problem-solving.

PSYC 4160. Death and Dying

This course is a senior-level seminar providing students with an examination of the psychological foundations and correlates of attitudes towards death, death anxiety and grief, cross-cultural perspectives; death education; stages children's' awareness; coping with grief and fears; legal issues surrounding death; and attitudes towards the afterlife. The course maintains a focus on death and dying issues in the dynamic context of life and living.

PSYC 4170. Adv.Theor.-Psychoanaly./Exist.

This course provides students with a thorough examination of two important theories that have been influential both in understanding personality development and in the practice of psychotherapy: psychoanalytic and existential theories. Both theories will be studied in depth and the student will read primary sources for some of the major theorists, including Freud and Yalom.

PSYC 4180. Adulthood and Aging

This course is a brief introduction to or overview of research focusing on adult development and aging within a developmental psychological framework. Students will become familiar with the theories and methods used by researchers to study cognitive, emotional, and physical development in adulthood.

PSYC 4190. Adolescent Psychology

The purpose of this course is to provide the student with an introduction to characteristics and theories of adolescent development. The course will cover theoretical foundations and transitions of adolescence. This class also examines contexts that affect adolescent development, such as peers and the family. The final portion of the class will examine problems (e.g., depression and suicide, substance abuse, and delinquency) and opportunities (e.g., career development) encountered by adolescents.

PSYC 4490. Internship/Practicum in Psych.

A directed and supervised internship or practicum. Students select an appropriate site, arrange an internship, prepare a learning agreement, work 150 hours (minimum) on-site and prepare a log and presentation for fellow internship students. Requires permission of program coordinator and Director of Experiential Learning.

PSYC 4500. Senior Seminar & Internship

An optional second internship or practicum experience. Students select an appropriate site, arrange an internship, prepare a learning agreement, work 150 hours (minimum) on-site, produce a project for the site and prepare a log and presentation for their fellow internship students.

PSYC 4540. Intro to Learning and Behavior

An introductory examination of the major theories of learning with an emphasis on the application of these theories to the modification of complex human behavior. Ethical issues associated with the use of behavior change strategies will be a focus.

PSYC 4550. Intro to Program Evaluation

This course is designed to help students understand how program evaluation is relevant to human services efforts. The goal is to familiarize students with different types of program evaluation, how to develop an evaluation plan, and how to implement an evaluation. Students gain practical experience through a series of exercises requiring them to learn basic program evaluation concepts, critique existing evaluations, work with stakeholders, understand evaluation design and data collection, and consider dissemination strategies.

PSYC 4560. Infancy

This course will introduce students to current theories and research about infant development. Topics include theories and methods of developmental psychology and cognitive, social-emotional, and biological development during infancy. The course will end with an evaluation of social policies that impact infants and their parents.

PSYC 4590. Directed Research

Designed to further student knowledge of the uses of research methodologies in psychology, topics for this course include research question design, literature review preparation, and research design selection, among others. The course will also require the application of course content to the design of a research project.

PSYC 4600. Applied Research Practicum II

A student-driven research course that incorporates a lab component designed to provide an opportunity for students who would like to scientifically investigate specific questions in Psychology and gain research experience. Students enrolled in the course will spend the semester primarily focused on data collection, analysis, and writing and presenting their final research project. Course goals are as follows: (1) exploration and application of research methodology to topics exposed to in previous courses; (2) application of information learned in previous courses; (3) providing and encouraging faculty/student mentorship opportunities; (4) obtaining experience in addressing specific issues in Psychology that may lead to career advancement.

PSYC 4800. Selected Topics in Psychology

An exploration of various topics and issues in the fields of psychology and human services.

PSYC 4801. Selected Topics III

An exploration of various topics and issues in the fields of psychology & human services.

PSYC 4802. Selected Topics IV

An exploration of various topics and issues in the fields of psychology & human services.

PSYC 4900. Directed Readings - Psychology

An in-depth examination of an area of student interest outside the usual focus of the psychology curriculum closely directed by a faculty member.

PSYC 4999. Senior Evaluation

This course is designed to provide formal assistance for senior students as they prepare for employment and/or graduate school application and to provide data of use in assessing the Psychology & Human Services curriculum. Students are required to attend four class meetings that include the following components: seminars on job search strategies and application for graduate/professional school; completion of surveys assessing the quality of the psychology degree program; a standardized subject test in psychology to assess students' knowledge in comparison to national norms; a senior exit interview.

PSYC 4999A. Senior Evaluation

This course is designed to provide formal assistance for senior students as they prepare for employment and/or graduate school application and to provide data of use in assessing the Psychology & Human Services curriculum. Students are required to attend four class meetings that include the following components: seminars on job search strategies and application for graduate/professional school; completion of surveys assessing the quality of the psychology degree program; a standardized subject test in psychology to assess students' knowledge in comparison to national norms; a senior exit interview. Approval of the Department Head is required for registration.

PSYC 4999B. Senior Evaluation

This course is designed to provide formal assistance for senior students as they prepare for employment and/or graduate school application and to provide data of use in assessing the Psychology & Human Services curriculum. Students are required to attend four class meetings that include the following components: seminars on job search strategies and application for graduate/professional school; completion of surveys assessing the quality of the psychology degree program; a standardized subject test in psychology to assess students' knowledge in comparison to national norms; a senior exit interview. Approval of the Department Head is required for registration.

PSYC 5000. Advanced Development

The exploration of seminal theories and theorists of human development, such as Erikson, Piaget, Bronfenbrenner, and Vygotsky. Students will learn the distinguishing features of the different theoretical perspectives, and there will be a heavy emphasis on evaluating how these theories influence practice in applied settings.

PSYC 5010. Ethics & Professional Identity

This course is designed to teach students to evaluate ethical issues related to applied professional practices in human services in a systematic way. Students will become familiar with professional ethics codes and develop an ability to apply these codes to a variety of specific problem situations. The course also examines ethical and legal standards, risk management, and professional credentialing.

PSYC 5020. Cultural Issues in Applied

This course studies multicultural trends and characteristics of diverse groups, including how attitudes and behaviors are influenced by factors such as gender, race, sexual orientation, ethnicity, and disability. Students are encouraged to explore personal attitudes, stereotypes, biases, myths, and misconceptions about culturally diverse people and how these may impact therapeutic relationships.

PSYC 5040. Advanced Research Methods and

The first of a two-course sequence, this course focuses on the major methodological approaches utilized in clinical and developmental research settings. Emphasis will be placed on the common parametric approaches for evaluating group differences. Emphasis is 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 and

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 5110. Ethics in Clinical Settings

This course is designed to teach students to evaluate ethical issues related to applied professional practice in human services in a systematic way. Students will become familiar with professional ethics codes and develop an ability to apply these codes to a variety of problem situations. The course also examines ethical and legal standards, risk management, and professional credentialing.

PSYC 5150. Group Therapy

An exploration of the theory and practice of group psychotherapy. Emphasis is on learning how to develop and lead therapy groups. Experiential exercises will be included.

PSYC 5160. The Helping Relationship

This is a practical introduction to the skills needed to establish and maintain a successful therapeutic relationship, as well as an exploration of the various interpersonal and intrapersonal issues that may need to be addressed in such relationships. The course will include role-playing and other experiential exercise as part of the learning process.

PSYC 5170. Theories and Practice

This course presents theories and techniques of individual psychotherapy using a variety of models, including psychodynamic, behavioral, cognitive, humanistic, and integrative approaches. Emphasis is placed on learning to discern which approaches are best suited to individual clients and problems.

PSYC 5180. Advanced Theories & Practice

This course is a continuation of Theories and Practice of Psychotherapy I. It is designed to continue to introduce students to research and application of therapeutic techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, manualized, and integrative approaches to particular mental health disorders.

PSYC 5190. Theories & Practice w/ Youth

This didactic/experiential course presents theories and techniques of individual psychotherapy with children and adolescents (ages 6-17) using a variety of empirically supported models, including but not limited to behavioral, cognitive, trauma-focused, narrative and play-based approaches. Emphasis is placed on learning to discern which approaches are best suited to individual clients and problems.

PSYC 5200. Family and Couples Therapy

This course focuses on assessment and psychotherapy with couples and families. Students will learn a variety of theories and approaches to working with the family system.

PSYC 5210. Cognitive Development

A review of theory and recent empirical findings pertaining to cognitive and linguistic development from infancy to adolescence. Students will review both normative and atypical patterns of development and evaluate the relative role of genetics and environmental settings on the development of these domains.

PSYC 5220. Social & Emotional Development

An overview of theory and recent empirical findings pertaining to social and emotional development from infancy to 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. In particular, students will evaluate literature focusing on important contexts of social and emotional development, including family, peers, and schools.

PSYC 5230. Biological Found of Behavior

This course is an advanced overview of the neural systems involved in the regulation of human behavior, focusing on the interactions between the cortical, limbic, and hypothalamic systems. Topics may include developmental neuroscience, learning and memory, behavioral disorders, stress, aggression, and common central nervous system disorders in both children and adults. A previous neuroscience course or courses is strongly encouraged.

PSYC 5240. Agencies That Serve Children

An introduction to the methods and management of public and private agencies working with children and youth. Populations will include but not be limited to children in foster care, private group homes, juvenile justice facilities, special education settings, and programs for speakers of other languages. Emphasis will be on agencies and organizations in the metro Atlanta region.

PSYC 5260. The Family System and Child

The Applied Development Track focuses primarily on the biological, cognitive, and emotional development of the individual child. However, this development does not occur in a vacuum. The family system has immense influence on the child's development. This course allows students to examine the interaction between the family system and the child, its impact on development, ways to assess this, and the family-level intervention strategies.

PSYC 5270. The Ed System & the Child

This course uses an ecological approach to examine the impact of educational systems on the child. The course explores mechanisms of development based on the theories of Bronfenbrenner, Vygotsky and Erikson to shed light on how the educational system interacts with the child's risk factors, resilience, family environment, and early childhood experiences.

PSYC 5280. Dev. Disorders & Psychopath

This course will explore common developmental disorders and major forms of child and adolescent psychopathology, evaluate current

etiological models and diagnostic standards, and review empirical evidence on current treatment approaches.

PSYC 5350. Adv Psychopathology & Diag

This course is designed to instruct students in the phenomenon of adult psychopathology and the present diagnostic system used by the majority of mental health professionals (DSM-IV). The course will consider psychopathology from a descriptive and etiological perspective as well as review theoretical and research contributions to our understanding of the etiology and maintenance of psychopathology.

PSYC 5800. Special Topics in Psychology

PSYC 5800 is a graduate-level course that will explore various topics and issues in the field of clinical, counseling, and applied developmental psychology. Topics covered will be chosen to meet the needs and interests of graduate students in the MS program in Psychology and will make use of the expertise of the faculty and consultants.

PSYC 6100. Cognitive Assessment

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.

PSYC 6120. Intro to Psychological Assess

This didactic/experiential course will review and explore various theories and procedures in the administration, scoring, interpretation, synthesis and report writing for various observational, diagnostic and multi-informant assessments for adults, children and adolescents and their families. Relevant cultural, ethical and legal ramifications of assessment will also be explored.

PSYC 6490. Internship for Applied Psyc

Supervised field experience in an agency that provides services to children and families. Students will complete a minimum of 225 hours of documented work within the selected agency setting and will prepare a final report regarding outcomes of the internship for the course supervisor. Students must have completed a minimum of 15 hours of course work within the Applied Developmental Psychology Masters with a minimum GPA of 3.0 prior to enrolling in the internship. Requires permission of program coordinator for the Master of Science in Psychology.

PSYC 6500. Psychopharmac & Drugs of Abuse

This course will review theories and models from neuroscience and behavioral pharmacology including but not limited to major psychotropic medications and the neurological processes by which they operate, common drugs of abuse and processes involved in the addiction process and treatment of substance misuse within a culturally sensitive framework.

PSYC 6510. Grief & Crisis Intervention

This course will provide a foundation of the theoretical concepts associated with the impact and consequences of acute stress on victims, first responders, families, and community members, taking into account the process of grief and loss, complicated grief, dying, death, and bereavement, and the long-term consequences of unresolved trauma. Particular attention is paid to the treatment of the human stress response, effective counseling strategies, methods and techniques for immediate response, comorbidity, anxiety and depression, abuse, domestic violence, suicidology, impact dynamics of crisis and trauma, survivor guilt, and cultural sensitivity.

PSYC 6520. Career Development Theory & Pr

This course will provide a foundation of the theoretical concepts associated with career development theories, career and personality assessments, and the practice of career counseling. The focus will be on career development theories, concepts, models, assumptions, and research. Emphasis will be placed on lifestyle and career development,

life-planning, assessment, and occupation information from a multicultural perspective and in a variety of career counseling settings.

PSYC 6590. Clinical Practicum

Supervised practice in psychotherapy in mental health settings. Students will complete a minimum of 225 hours of documented work within the selected agency setting. Requires a minimum GPA of 3.0 and permission of program coordinator for the Master of Science in Psychology.

PSYC 6700. Graduate Directed Readings

Exploration of diverse topics under the guidance of faculty in the department. This course will allow students an opportunity to focus on content that may be of minimal focus within the regular curriculum but that is of particular interest and relevance to their personal professional goals.

PSYC 6800. Special Topics in Clinical Psy

PSYC 6800 is a graduate-level course that will explore various topics and issues in the field of clinical and counseling psychology. Topics covered will be chosen to meet the needs and interest of clinical graduate students and will make use of the expertise of the faculty and consultants.

PSYC 6885. Prof Identity & Practice

PSYC 6885 is a graduate-level course where program policies will be strengthened. In the course, students will also explore the professional functioning, credentials, and licensing criteria for master's-level Clinical and Counseling students. Additionally, the course will address the roles and responsibilities of therapists in various settings as well as focus on developing and maintaining a professional identity in the field of professional counseling.

PSYC 6890. Professional Paper and Compreh

Completion of this course serves as a portion of the non-thesis degree completion option. This course entails two distinct components: preparation and oral defense of the professional paper and intensive preparation for the comprehensive exam, which will be taken during completion of Psychology 6899. Working with a faculty advisor, the student prepares a professional paper that demonstrates his/her mastery of theoretical and empirical information relevant to his or her specific training track (i.e. Clinical or Applied Developmental). Please see the MSP website for specific policies regarding successful completion of this course. Requires permission of program coordinator for the Master of Science in Psychology and student must currently have a 3.0 GPA or above.

PSYC 6899. Professional Paper and Compreh

Completion of this course serves as the second portion of the of the non-thesis degree completion option. During this course, students will finalize their professional paper and make all revisions that were required by their professional paper committee during the oral defense portion of Psychology 6890. Please see the MSP website for the full policy regarding completion of this course. Requires permission of program coordinator for the Master of Science in Psychology, and student must currently have a 3.0 GPA or above and must have passed Psychology 6890.

PSYC 6900. Clinical Comprehensive Exam

Clinical Masters in Psychology students will enroll in this course in order to sit for the program comprehensive exam. The comprehensive exam is designed to assess the knowledge gained through students' matriculation in the Masters of Science-Clinical program.

PSYC 6995. Thesis Research

Working with a faculty advisor, the student develops and defends a research proposal and begins conducting the research. Students must have a minimum of 24 hours of course work with a GPA of 3.0. Requires permission of program coordinator for the Master of Science in Psychology.

SCI 1901. Selected Topics in Science

A group of courses which examine a variety of topics in science disciplines presented at an introductory level. Descriptions of individual courses within the group are provided below.

SCI 1901A. Astronomy

Provides an introduction to the Earth's place in the Universe. Topics include the origin of the Solar System, planets inside and outside of the Solar System, the life and death of stars, and the Big Bang. Students will also study the tools of astronomy and how they have shaped its progress. Topics will be covered from a historical as well as a contemporary point of view.

SCI 1901B. Plants and Society

Emphasizes plants in everyday life. Topics include the basic structure and function of plants, identification of common plants, plant ecology, economic botany, backyard botany, medical plants and poisonous plants.

SCI 1901C. Extraordinary Chemistry

Presents chemical science in a way that reflects both the excitement and concerns with the rapidly changing uses and needs of chemicals in the world. Topics include everyday chemicals to which we are exposed, the food we eat, ozone pollution, mind-altering drugs, batteries, and buckminsterfullerene. Emphasis will be placed on the development of skills that allow the student to affect policies that govern the access and use of chemicals in the future for the benefit of everyone.

SCI 1901D. Health And Disease

A survey of the biology of diseases that currently impact society, including proposed prevention and cure. Examples include cardiovascular disorders, infectious diseases, cancer and diabetes.

SCI 1901E. Energy

Emphasizes topics involving energy and its transfer to the understanding of biological and physical systems by examining a variety of aspects of energy resources, including the principles involved, and the environmental and economic consequences of energy production and use.

SCI 1901F. Forensic Science

Provides an introduction to the science of forensics. Topics will include various scientific principles and techniques used in solving crimes. Case studies will be presented.

SCI 1901H. Human Genetics

A study of human genetics examining major breakthroughs and current issues in human heredity. The course will include the science of genetics, and the societal implications of topics such as the human genome project, DNA fingerprinting, genetics and intelligence, and genetic engineering.

SCI 1901J. Environmental Science

Environmental Science explores the interactions between society and the environment using an interdisciplinary approach. Topics that will be covered in this course are scientific principles, the dominant resources and our interactions with those resources, historical interactions with the environment, and our current environmental problems.

SCI 2222. Science Internship/Cooperative

Internship program for selected students who perform science-based work in conjunction with faculty or off-campus professionals. Credit hours are determined by an agreement between faculty sponsor and internship supervisor (if appropriate)

SCI 3110. Physical Science I

A one-semester, activity based course that incorporates methods, content, central themes and technology for teaching physical science in the middle grades. The topics addressed include: energy and heat; science, society and technology; machines and force; and matter. This course is open only to Middle Level Teacher Education students.

SCI 3110L. Physical Science Laboratory

Laboratory accompanying SCI 3110. Laboratory includes both Physical Science and Pedagogy.

SCI 3110S. Physical Science

An activity-based course that incorporates methods, content, central themes, and technology for teaching physical science in the middle grades. Topics addressed include hydrology, meteorology, atomic theory, geology, solar system and stellar astronomy, cosmology and the space program. The course includes laboratory experiences. This course is open only to in-service Georgia teachers.

SCI 3120. Physical Science II

A one-semester, activity based course that incorporates methods, content, central themes and technology for teaching optics, atomic physics, nuclear physics, and inorganic chemistry, and organic chemistry in the middle grades. Includes laboratory. This course is open only to Middle Level Teacher Education students.

SCI 3130. Integrated Science-Life Science

A one-semester, activity based course that incorporates methods, content, central themes and technology for teaching for teaching life science in the middle grades. The topics addressed include: cells, tissues, animal behavior, classification, plant and animal systems, genetics and ecology. This course is open only to Middle Level Teacher Education students.

SCI 3140. Physical Science III

This course will examine Earth science and space science concepts encountered in the middle-grades curriculum. Topics will include Earth materials, Earth structure and dynamics, hydrology, meteorology, planetary and stellar astronomy, and space exploration. This course is open only to Middle Level Teacher Education students.

SCI 3222. Off-Campus Internship

Internship program for selected students who perform science-based work in conjunction with off-campus professionals. Credit hours are determined by an agreement between faculty sponsor and internship supervisor (if appropriate).

SCI 4901. Secondary Ed Science Instruct.

This course will explore theory and pedagogy of science instruction with a focus on teaching methods across a variety of topics. Appropriate integration of technology into science teaching and learning will be emphasized.

SCI 5901. Methods Teach Sec Bio

This course will explore theory and pedagogy of secondary science instruction with a focus on teaching methods across varied topics. Appropriate integration of technology into science teaching and learning will be emphasized.

SCML 3102. Operations and Supply Chain Ma

This course includes concepts and applications of operations management and supply chain management (SCM). Selected topics of operations and SCM such as forecasting, project scheduling, inventory management, customer relationship management, logistics are included in this course. MGMT 3102 is an equivalent course.

SCML 3105. Intro to Transportation & Log.

The goal of this course is for students to understand the basic modes of transportation, the economic fundamentals underlying each and some of the ways in which today's supply chain manager can use them to achieve improved efficiencies and cost effectiveness.

SCML 3106. Principles-Supply Chain Mgmt

This course covers basic principles of supply chain management and provides techniques used to analyze various aspects of logistics systems. Key concepts such as inventory management, communication, warehousing, distribution, and facility location are examined as an integral part of modern business. The course addresses insights, concepts, practical tools, and decision support systems that are important for the effective management of the supply chain.

SCML 3580. Operations and Warehouse Mgmt

This course is an introduction to the vast area of operations and warehouse management which has a profound effect on both manufacturing and supply chain management. The goal of this course is to present a broad and practical introduction to the field of operations management in a realistic and functioning manner and to understand how warehousing and strategic operational decision impact the performance of a company and how warehousing adds value to a firm's entire supply chain. In this exposure, the student will have a solid understanding of the role and importance operations and warehouse management plays in today's global organization, thus providing them with a substantial part in their educational and career development process.

SCML 4105. Global Sourcing in SCM

The roles and activities of strategic sourcing and operational purchasing, including importation requirements and practices, will be covered. Students will complete a project in global sourcing.

SCML 4170. Financial Issues in SCM

This course covers the general structure and use of business financial models, reviews historical approaches to logistical and supply chain financial analysis and related financial measurement issues. The course examines key industry initiatives that are driving improved financial performance across supply chains.

SCML 4260. Freight Mgmt. & Costing

This course will focus on modes of transportation that make up the intermodal transportation network. Students will study and learn the different strategies used by these modes along with the different costing/pricing methodologies used to gain revenue.

SCML 4750. Performance Measurement in SCM

This course covers how to measure the performance of organizations in supply chain management. Various theories and approaches related to performance measures will be introduced along with analytical methods. A writing project will be required.

SCML 5101. Global Logistics and SCM

This course will familiarize students with the role of International Logistics in the context of Supply Chain Management. Students will learn about topics such as the transportation of goods and the use of 3PLs in the international context as well as global sourcing, trade agreements and emerging markets.

SCML 5102. Operations & Supply Chain Mgmt

The goals of this course are to develop the common principles of supply-chain management techniques and demonstrate how these ideas have transformed the operating processes of industries in the past decade. The techniques must find new ways to collaborate across organizational boundaries to create new value for the end-customer of the supply-chain. Asset productivity strategies are studied by investigating both inbound materials management/production processes and outbound physical distribution procedures. Case studies will demonstrate the importance of ethical approaches to supply chain innovation in areas such as real-time supply chain visibility, e-commerce, and collaborative planning, forecasting and replenishment.

SCML 5120. Special Topics in Supply Chain

Selected advanced topics in current Supply Chain trends. This course will be offered as fits the needs and interests of the student and faculty.

SCML 5750. Logistics and SC Strategy

This course gives students insights in the strategic role that supply chain management plays in overall corporate competitiveness. Current Supply Chain topics and issues will be covered. Students will work together in small teams to define, research, analyze, and formulate solutions to problems in the supply chain and logistics area.

SOCI 1101. Introduction to Sociology

A survey of the discipline of sociology. Topics will include sociological theory, methods, and selected substantive areas.

SOCI 1101H. Intro to Sociology - Honors

A survey of the discipline of sociology. Topics will include sociological theory, methods, and selected substantive areas.

SOCI 2293. Intro to Marriage & the Family

An introduction to the structure, processes, problems, and adjustments of contemporary marriage and family life. The course includes historical development, cross-cultural variations, and analysis of forces of change. It is recommended but not required that SOCI 1101 be taken prior to SOCI 2293.

SOCI 2420. Social Problems

An in-depth study of major social problems, including population, hunger, drug use, science and technology, and poverty.

SOCI 3010. Sociology Theory

A comparative study and critique of social thought and sociological theories. Special study is made of major sociological theories of the 19th and 20th centuries and the role of theory in empirical social science.

SOCI 3030. Sociology of Religion

A sociological examination of the institution of religion, its role in society, and its interaction with other social structures and institutions. In particular, this course will explore the influence of religion on social behavior and the role of religion in shaping how we contemplate the world and our place in it.

SOCI 3130. Drugs and Society

This comprehensive course explores alcohol and illegal drug use and abuse in society. The primary goal of the course is to engage students in a process of critical thinking about the topic of drugs in American society. Included will be a historic overview, the role of culture in the use of drugs, and legal and social implications of illegal drug use.

SOCI 3150. Sociology of Sports

This course explores the deeper meanings and social significance of sports in the United States and globally. Particular attention to the relationship between sports and issues of race, gender, class, history, social mobility, education and politics.

SOCI 3210. Family Formation & Development

This course examines theories of how family systems are formed, developed, and change throughout the life span of individuals and the life cycles of families.

SOCI 3220. Adolescence

The social definitions of adolescence in cross-cultural and historical perspective. Social roles of adolescents in the institutional structures of urban-industrial societies with special emphasis on the family, education, and the economy. The relationship of adolescents' social roles to processes of social change and stability.

SOCI 3310. Race and Ethnicity

Provides students with the basic conceptual and analytical skills for studying the nature and implications of racial and culture diversity. Racial/ethnic groups selected from around the globe are examined in terms of their histories and cultures. The complexity of functioning in the multicultural society of the contemporary United States is explored, and cultural concepts are applied to key social issues associated with diversity.

SOCI 3320. Soc Inequality & Stratification

This course investigates the nature of inequality and stratification, including its forms, causes, and consequences. Literature will be examined from a number of perspectives, including economic inequality, racial inequality, sex and gender inequality, status inequality, and the inequality connected with social movements.

SOCI 3333. Sociology of Deviance

This is an upper division course designed to explore the nature of social deviance at the individual, group, and organizational levels.

SOCI 3430. Media and Society

Course offers a sociological analysis of historical and contemporary media. Students consider the influences of film, television, and other media as part of the process through which people develop an awareness of social norms and values. Particular emphasis will be placed on the relationship between media and issues of race, class, gender, and sexuality.

SOCI 3450. Urban Sociology

This course is designed to increase students' understanding of the history, social relations, problems, and conflicts of the inner city. Through classical and theoretical readings, historical ethnographies, and current case studies, students will gain an in-depth understanding of how and why cities exist, how they have developed, and what impacts they have on individuals and their social relationships.

SOCI 3510. Social Statistics

Introduction to statistics, including measures of central tendency and dispersion, probability, statistical inference and hypothesis testing, regression and correlation, and analysis of variance.

SOCI 3610. Juvenile Delinquency

This course will examine the most current theories on the causes and correlates of juvenile delinquency. The course will examine important individual, sociological, and developmental views of delinquency. Emphasis will be placed on the current research studies and policy issues concerning the field of juvenile delinquency.

SOCI 3650. Social Movements

This course examines theoretical, historical, and empirical studies of social movements in recent history. Particular attention will be paid to U.S. social movements, which include but are not limited to the civil rights and other racial/ethnic movements of the 60s/70s, the feminist and women's right movement, the gay and lesbian rights movement, the student rights movement, the child labor rights movement, the environmental and animal rights movement, the peace movement, and the Chicano rights movement.

SOCI 3700. Culture and Society

This course explores the culture and social structures of select countries through a study abroad experience. The particular themes will vary depending on the destination country, but will commonly include topics related to the social institutions of religion, family, politics, education, the economy, and issues related to race, ethnicity, gender, and class. Each topic will be explored through a combination of lectures, tours, readings, community service-learning, and other experiential learning activities.

SOCI 3713. Work and Society

The course will address how cultural values and social institutions affect and define work. The value that society assigns to different types of work and the impact of that valuation on the individual and members of various social groups will be considered, in light of shifting economies, business models and technology. Modern values will be compared to more traditional viewpoints, including the examination of the role of technology, money and individual choices. As a cross-listed course, Work & Society may not be taken more than once using a different letter prefix, given that only one completion will be counted toward degree requirements.

SOCI 4100. AFAM Sociological Thinkers

This course offers a review of the history of African Americans in the United States from a sociological viewpoint. Special attention will be given to important African American sociologists who contributed to our understanding of the Black experience in the United States.

SOCI 4153. Sociology of Aging

This course is designed to explore the relationship of human aging, individual processes and American society. Though focusing on the sociological aspects of aging, this course also provides an interdisciplinary understanding of aging as a powerful process that reflects the growth and development that takes place later in life and the impact on society that increasingly includes adult populations that are living longer.

SOCI 4210. Family Life Education

This course presents an understanding of the general philosophy and broad principles of family life education, in conjunction with the ability to plan, implement, and evaluate such educational programs.

SOCI 4420. Law and Society

This course examines the relationship between formal law and social institutions. Specifically, the course will focus on the U.S. Constitution, theories of law and law creation, law and inequality, law as a vehicle for social change, and the role of law in modern American society. Some effort will be made to compare law in U.S. society to the development and function of law in other societies.

SOCI 4501. Research Methods

The purpose of this course is to familiarize students with the practice of social science research. The course will cover various aspects of the research process, including research ethics, causal relationships, measurement, sampling and research design.

SOCI 4800. Special Topics in Sociology

An exploration of contemporary topics and issues in the field of sociology.

SOCI 4801. Special Topics in Sociology

An exploration of contemporary topics and issues in the field of sociology.

SOCI 4802. Special Topics in Sociology

An exploration of contemporary topics and issues in the field of sociology.

SOCI 4803. Special Topics in Sociology

An exploration of contemporary topics and issues in the field of sociology.

SOCI 4900. Directed Study I

Directed study in sociology may be arranged in consultation with a faculty member and approved by the department chair.

SOCI 4901. Sociology Practicum

The practicum will constitute an independent (individual or small group) sociological research project. The student will prepare and submit a significant sociological paper and/or project. Requires prior completion of the upper-division Sociology core and approval of Program Coordinator.

SOCI 4902. Sociology Internship

A structured off-site experience in a supervised setting combined with reflection on previous learning and career preparation. Requires approval of Instructor.

SOSC 1101. Introduction to Social Work

This course introduces students to the history and development of the social work profession. The current status of the profession will be explored while examining the wide array of fields in which social workers are employed. The commitment of the social work profession to social and community justice will be reinforced through a service-learning component.

SOSC 2101. Leadership in Organizations

This course will introduce students to various organizational models and leadership styles with a focus on campus, community, and governmental organizations. Social issues and policies relevant to the operations of these organizations will also be discussed. Students will identify their own leadership style and philosophy and apply these skills to help others in the community through a service-learning project.

SOSC 2501. Survey of Social Sciences &

An interdisciplinary survey of the social sciences with emphasis upon methods of inquiry used to examine America's contemporary social, economic, political and international problems.

SOSC 3010. Cultural Concepts

Provides students with the basic conceptual and analytical skills for studying the nature and implications of racial and cultural diversity. Racial/ethnic groups selected from around the globe are examined in terms of their histories and cultures. The complexity of functioning in the multicultural society of the contemporary United States is explored, and cultural concepts are applied to key social issues associated with diversity. Includes laboratory/ practicum component. Required for all middle level teacher education students. Open to other students with the consent of the department head.

SOSC 4010. Model U.N. Phase Ia

This course is designed to prepare a team to participate in the Model United Nations conference. Student delegates will research and represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their team represents. In addition students may be required to serve on the staff of a high school Model United Nations (HMUN) simulation.

SOSC 4011. Model U.N. Phase IIa

This course is designed to prepare a team to participate in the Model United Nations conference. Student delegates will research and represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their team represents. In addition students may be required to serve on the staff of a high school Model United Nations (HMUN) simulation.

SOSC 4020. Model U.N. Phase Ib

This course is designed to prepare a team to participate in the Model United Nations conference. Student delegates will research and represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their team represents. In addition students may be required to serve on the staff of a high school Model United Nations (HMUN) simulation.

SOSC 4021. Model U.N. Phase IIb

This course is designed to prepare a team to participate in the Model United Nations conference. Student delegates will research and represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their team represents. In addition students may be required to serve on the staff of a high school Model United Nations (HMUN) simulation.

SOSC 4030. Model U.N. Phase Ic

This course is designed to prepare a team to participate in the Model United Nations conference. Student delegates will research and represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their team represents. In addition students may be required to serve on the staff of a high school Model United Nations (HMUN) simulation.

SOSC 4031. Model U.N. Phase IIc

This course is designed to prepare a team to participate in the Model United Nations conference. Student delegates will research and represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their

team represents. In addition students may be required to serve on the staff of a high school Model United Nations (HMUN) simulation.

SOSC 4040. Model U.N. Phase Id

This course is designed to prepare a team to participate in the Model United Nations conference. Student delegates will research and represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their team represents. In addition students may be required to serve on the staff of a high school Model United Nations (HMUN) simulation.

SOSC 4041. Model U.N. Phase IId

This course is designed to prepare a team to participate in the Model United Nations conference. Student delegates will research and represent a country in Model United Nations debate and legislative forums. Students will learn, develop, and practice skills in debate, consensus building, critical thinking, parliamentary procedure, legislation drafting, and public speaking. Students will learn to represent the interests and foreign policy objectives of the country their team represents. In addition students may be required to serve on the staff of a high school Model United Nations (HMUN) simulation.

SOSC 4501. Research Methods in the SOSC

Provides students with the basic research and analytical skills for the comparative study and evaluation of social issues and human behavior. An option for all middle level teacher education students with a major or minor concentration in social studies. An elective option for all students in baccalaureate programs. This course is geared toward advanced sophomores, juniors, and seniors.

SOSC 4800. Selected Topics in Social Scie

Seminar in contemporary social issues.

SOSC 4900. Directed Study

Independent study in social sciences. Requires permission of Instructor.

SOSC 4901. Practicum in Social Work

This course will include both in-class and field work. In class, students will be introduced to strategies employed by social workers to identify, document and respond to community needs. In the field, students will work with a community-based social services organization to conduct a needs assessment and work with the organization to explore potential strategies for addressing the identified needs.

SPAN 1001. Elementary Spanish I

Introduction to listening, speaking, reading and writing in Spanish and to the culture of Spanish-speaking regions. Open to native speakers of Spanish only by permission of the Department of Humanities.

SPAN 1002. Elementary Spanish II

Continued listening, speaking, reading and writing in Spanish with further study of the culture of Spanish speaking regions. Open to native speakers of Spanish only by permission of the Department of Humanities.

SPAN 2001. Intermediate Spanish I

Grammar review and continued development of the student's reading, conversation, and composition skills with readings from literary sources in Spanish. Open to native speakers of Spanish only by permission of the Department of Humanities.

SPAN 2002. Intermediate Spanish II

Grammar review and continued development of the student's reading, conversation and composition skills, with readings of a more difficult nature than those previously encountered by the student. Open to native speaker of Spanish only by permission of the Department of Humanities.

SPAN 3000. Intermediate Grammar

A study of selected lexical items and grammatical structures and concepts of the Spanish language. The course serves as an introduction to the major in Spanish and is conducted in Spanish.

SPAN 3010. Conversation and Composition

Thematic approach to the study of speaking and writing, focusing on the development of the student's proficiency in spoken and written Spanish. Conversations will be based on communicative situations which the student would encounter in the Spanish-speaking world. Written activities will enable the student to react to typical exchanges which require written responses. This course is conducted in Spanish.

SPAN 3012. Applied Span Convers for Pros

Practice in both formal and informal discourse for communication in professional settings such as social services, law enforcement, business, and health care. Designed for the intermediate-level student, this course focuses on refining fluency through discussions and practical experiences. Course conducted in Spanish.

SPAN 3014. Lang, Culture, & Adv. Conv.

Advanced practice in both formal and informal discourse for communication in professional settings such as social services, law enforcement, business, and health care. Conversational practice will focus upon discussing and debating how the historic and contemporary cultural realities of the Spanish-speaking world affect language and oral communication. This course is conducted in Spanish.

SPAN 3131. Adv. Grammar & Composition

This course will improve the student's command of the Spanish language through an advanced study of grammar, syntax, and vocabulary via the consideration of a variety of texts and styles, with refinement of writing skills through the composition of multiple drafts of essays ranging in subject and length from a descriptive paragraph to a literary research paper. Conducted in Spanish.

SPAN 3150. Civ and Culture of Spain

Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Spain. Emphasis will be placed on the development of the modern nation, the significance of the Golden Age in Spain's history, and the major events of the twentieth-century. The works of representative artists, composers, and writers from the various historical periods will be studied. This course is conducted in Spanish.

SPAN 3160. Civ and Culture, Lat. America

Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Latin America. Emphasis will be placed on pre-Columbian societies, Discovery and Conquest, Revolutions and Dictatorships, and Contemporary Latin America. This course is conducted in Spanish.

SPAN 3200. Intro to Lit. Studies in Span

Introduction to major representative literary works and some non-canonical texts of Spain and Latin America. The acquisition of critical and organizational skills in reading and their application to Hispanic texts will be emphasized. This course is conducted in Spanish.

SPAN 3250. Survey of Peninsular Lit.

Study of representative literary texts from the Middle Ages to the present within their historical context. The development of poetry, drama, and narrative prose will be emphasized. This course is conducted in Spanish.

SPAN 3260. Survey of Lat. American Lit I

Survey of selected essays, poems, short stories, and other literary works from the pre-Columbian Latin American societies, the Colonial Period, the Independence Period, and the Latin American Romantic period. This course is conducted in Spanish.

SPAN 3270. Survey of Lat. American Lit II

Survey of selected essays, poems, short stories, and other literary works from Modernism to the end of the twentieth century. This course is conducted in Spanish.

SPAN 3529. Spanish, Medical Professionals

This course is designed to provide a working knowledge of Spanish for personnel in the healthcare industry by reviewing basic Spanish grammatical structures, emphasizing medical terminology (semi-technical vocabulary and idiomatic expressions used by patients and doctors), and anatomy. The acquisition and comprehension of medical terminology will enable students to communicate with patients and co-workers at a basic level. Conducted in Spanish.

SPAN 3530. Spanish for Business Prof.

This course is an introduction to the vocabulary and business practices of the Hispanic world. This course is designed to give students a solid foundation in the cultural concepts that inform the business world in Spanish-speaking societies. Conducted in Spanish.

SPAN 3999. Study-Abroad

An intensive study of Spanish language and culture in the native environment. Designed for students who participate in University System-approved programs, in-house study-abroad programs, or in any other comparable program for which approval has been given prior to the study abroad.

SPAN 4010. Advanced Grammar

Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression. Conducted in Spanish.

SPAN 4020. Advanced Conversation

Intensive approach to spoken Spanish at the advanced level, with emphasis on increasing the speaking performance level of students and preparing them to take the exit assessment interview, the Oral Proficiency Interview, at the end of their program of study. Conducted in Spanish.

SPAN 4110. Span Phonetics and Phonology

Introduction to the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labeled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented. Conducted in Spanish.

SPAN 4220. Hispanic Women Writers

Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaité, and Rosa Montero. Conducted in Spanish.

SPAN 4231. Intro-Span.-American Lit.

The course will introduce students to significant trends in Spanish American literature from colonial times to the present and will acquaint students with the major social, historical, and literary influences on the development of that literature, with an emphasis on teaching students to read critically & develop their analytical writing ability. Conducted in Spanish.

SPAN 4234. Intro-Contemp. Span. Lit.

This course will introduce students to selected, thematic readings of the literature of Spain from the 17th century and afterwards, in its social, historical, and linguistic context, with an emphasis in teaching students to read critically and develop their analytical writing ability. Conducted in Spanish.

SPAN 4240. Golden Age Spanish Lit

Study of selected texts, literary movements, and the cultural background of Spanish literature of the Golden Age (Renaissance and Baroque), including selections of poetry, prose, and drama. Conducted in Spanish.

SPAN 4250. Contemporary Spanish Lit

Study of selected texts, literary movements, and the cultural background of contemporary Spanish literature, including selections of poetry, prose, and drama. This course is conducted in Spanish.

SPAN 4260. Lat American Prose: The Novel

Study of selected Latin American novels which reflect the major trends in the development of the genre. This course is conducted in Spanish.

SPAN 4270. Lat Amer Prose: Short Story

Study of selected Latin American short stories which reflect the major trends in the development of the genre. This course is conducted in Spanish.

SPAN 4334. Contemp. Span. Culture & Civil

This course will study the development and construction of Spanish culture and civilization from pre-Roman times to the present, focusing on history, geography, art, literature, and other cultural manifestations. Conducted in Spanish.

SPAN 4335. Latin Amer. Culture & Civil.

This course will introduce students to the diverse cultures of Spanish America from their inception in the Conquista to the present in a study of the political, social and artistic components that contributed to the unique cultural development of Spanish America. Conducted in Spanish.

SPAN 4500. Prof-related Prac/Study Abroad

Supervised service learning in a Spanish-speaking community or study abroad in a Spanish-speaking country. Appropriate courses in the student's major field may be substituted. This course is conducted in Spanish.

SPAN 4501. Research Proj., Span for Pros

Professional and practical use of oral and written Spanish through the development of a community-based project for improving successful communication with Spanish-speaking clients. An appropriate course in the student's major field may be substituted. This course is conducted in Spanish.

SPAN 4900. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4901. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4902. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4903. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4904. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4905. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4906. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4907. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4908. Special Topics in Spanish

Special topics in Spanish language or Hispanic literature, civilization, or culture. Conducted in Spanish.

SPAN 4950. Directed Study

Study in an area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. Conducted in Spanish.

SPAN 4970. Study Abroad Practicum

Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function 443 in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least three presentations related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish majors and minors who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program. Conducted in Spanish.

SPAN 4980. Community Practicum

Supervised volunteer interpreting or translating activities in community schools, service or law enforcement agencies, or business firms. Students will learn basic interpreting and translating skills before beginning their Practicum activities and will develop specialized vocabulary appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course will be repeated for credit. Field visits comprise 70% of final grade. Conducted in Spanish.

SPAN 4991. Senior Seminar

Capstone course, focused on selected special topics, designed to help students synthesize their knowledge and reinforce the skills they have acquired as Spanish majors. Required of all Spanish majors. Conducted in Spanish.

SPAN 4999. Study-Abroad

An intensive study of Spanish language and culture in the native environment. Designed for students who participate in University System-approved programs, in-house study-abroad programs, or in any other comparable program for which approval has been given prior to the study abroad.

STAT 5000. Fnds. of Statistics

This course is designed to help students to define and explain the relationships of statistics to other business areas, use the techniques or procedures necessary for manipulating or applying the concepts, apply what has been learned to the solution of practical problems in business and economic areas through the development, evaluation, and selection of alternative statistical techniques, and demonstrate a mastery of the above objectives, including a knowledge of a logical approach to problem solving and decision making through the use of statistical techniques.

TECH 2333. Special Topics/Problems-Tech.

A study of selected topics or problems under the guidance and supervision of a faculty member. Requires approval of dean or department head.

TECH 3101. Supervision for the Workplace

Supervision has become a complex undertaking of a growing body of law relating to employee rights, safety, and health; a national trend toward more conflict and tolerance in the work place; the persistent problems associated with substance abuse; and the demand from the public for ethical business practices. This survey course will provide

knowledge and skills needed for managers, team leaders, coaches, and administrators to be successful supervisors.

TECH 3102. Quality Issues in Tech.

This course provides a background of production and performance quality management. Selected topics of production, operations and quality management such as team building, work simplification, statistical control, work measurement and others are included in this course. BSUR 3102 is an application based course, drawing heavily from examples in widely recognized companies such as Honda, DHL, McDonalds, Motorola, Nucor and United Airlines. This is a 100% on-line course. There are no class meetings. Students will need to carefully plan and manage their study time in order to be successful in this class.

TECH 3104. Ethics for Adm and Tech Mgrs

This course will use case studies in which ethical decisions were made. Each case will be examined from the point of view of each stakeholder (ex. consumers, employees, and members of society). Ethical conduct will be defined and discussed so that students will be conscious of the complexities of the concept of ethics, the consequences of making decisions, and the importance of ethics in business and society.

TECH 3110. Intro to Technology Management

An introduction to the responsibilities typically expected of a professional manager in a plant, shop, or field setting. The course will address professionalism, ethics, decision making, and interpersonal skills along with contemporary issues in technology management such as Continuous Quality Improvement (CQI).

TECH 3111. Applied Economics

This course is a survey of the basic principles of macro and micro-economics with applications to the business world. This course will cover foundation terminology and concepts important for many advanced business courses. This course is not open to B.B.A. students and will not count toward a B.B.A.

TECH 3112. Applied Accounting

This course is a survey of basic financial and managerial accounting for skilled workers and technicians moving into managerial roles. It covers theory, concepts, terminology, and generally accepted accounting principles. Emphasis is on preparing and interpreting accounting information for business decisions. This course is not open to BBA students and will not count toward a BBA.

TECH 3113. Survey-Statistical Meths-Tech.

TECH 3113 is an investigation of management decision-making and the role of data in this process. The course uses a hands-on computer software aided approach to teaching students the value of data in managerial decisions. This is an on-line course. The course work must be completed outside of the classroom. As is typical for online classes, all coursework is self-managed by the student, with support provided via online tools and resources. This course is not open to B.B.A. students and will not count toward a B.B.A.

TECH 3115. Legal Issues-Admin./Tech. Man.

Managers are called on daily to make decisions that have legal implications. Some of the topics that this survey course will cover are basic legal concepts, legal implications of contracts, ethics, partnerships, corporations, employment law, legal rights and liabilities in the business environment. This course is not open to BBA students and does not count toward a BBA.

TECH 3160. Technology Entrepreneurship

This is a course focusing on the fundamentals of entrepreneurship and technology for both technical and applied business-minded students from all majors. This course explores the key theoretical and empirical perspectives on entrepreneurship relevant to the current global technology world. This course also provides students with the tools necessary to create and grow a successful innovative technology enterprise. Topics covered include discovering and analyzing new opportunities, preparing strategies of engagement and organizational implementation within an evolving technological environment.

TECH 3713. Work & Society

The course will address how cultural values and social institutions affect and define work. The value that society assigns to different types of work and the impact of that valuation on the individual and members of various social groups will be considered, in light of shifting economies, business models and technology. Modern values will be compared to more traditional viewpoints, including the examination of the role of technology, money and individual choices. As a cross-listed course, Work & Society may not be taken more than once using a different letter prefix, given that only one completion will be counted toward degree requirements.

TECH 3900. Prof. Org. Communications

Includes oral, written, and interpersonal communications and the impact of each in a professional environment. Students will also learn strategies of managing conflicts in organizations by using effective communication techniques.

TECH 4098. Internship

Students secure employment in supervised and approved work situations to further management and occupational skills. A minimum of 150 hours of work experience related to Technology Management is required. Requires advisor approval.

TECH 4101. Human Resources for Admin/Tech

A study of basic principles and practices of personnel management. This course contains topics such as recruiting, hiring, evaluating, training and developing employees with legal implications for each of these areas. This course is not open to BBA students and will not count toward a BBA.

TECH 4111. Leadership-Admin./Tech.

This course will study leadership styles and the impact of these styles in a technology environment. Some of the topics will include leadership in a changing environment, qualities of successful leadership styles, developing and appropriate leadership style, and others. This course is not open to BBA students and will not count toward a BBA.

TECH 4115. Global Technology

This course examines the impact of globalization in a technological environment. Using a systems approach, students will consider the challenges and opportunities that globalization creates and will explore how international forces shape decisions of organizations operating domestically and transnationally.

TECH 4800. Selected Topics in Tech Mgmt

A study of selected topics and problems under the guidance and supervision of a faculty member.

TECH 4850. Seminar in Adm and Tech Mgmt

This is a capstone course designed to be taken in a student's senior year. Relevant topics in today's workforce will be examined for their impact on Administrative and Technology Mgmt.

THEA 1100. Introduction to Theatre

A survey of the dramatic arts from the perspective of performance as an integral part of world cultures, past and present. Critical thinking and communication skills are emphasized.

THEA 1700. Introduction to Theatre Design

A study of the history of design in theatre. Emphasis will be placed on the theatre design process from inception to performance and the application of the principles and elements of design.

THEA 1880. Introduction to Acting

An introduction to basic acting techniques. Includes an exercise regimen as well as skill development in stage combat, mime, voice production and role preparation.

THEA 1890. Theatre Laboratory

A laboratory class that includes attendance to performances, workshops and meetings as specified by the Theatre faculty. This course is required for all theatre students.

THEA 1990. Play Development

A course in which students may receive credit for work on theater productions.

THEA 2100. Stagecraft

Practical work in theatre crafts, including carpentry, properties, costumes, scene painting, and sound. Special emphasis on safety and risk management will be included with each area.

THEA 2900. Directing

A foundational study of the principles of directing contemporary theatre with and emphasis on current trends in theatrical production.

THEA 2990. Intermediate Play Development

Intermediate application in the creation and development of a theatrical production from inception to completed presentation.

THEA 3101. Theater, Cinema, and Society

A topical or thematic approach to the study of the networks of relationship between the dramatic arts (including both live performance and film) and the social structures in which those works are created and interpreted, considering both historical and contemporary perspectives. Critical thinking and communication skills are emphasized.

THEA 3700. Improvisational Theatre

An introduction to the theory and practice of improvisation in a theatrical context.

THEA 3800. Playwriting

A study in the basic mechanics of writing theatrical work with an emphasis on plot and dialog.

THEA 3820. Screenwriting

In this course, students will study the mechanics of screenwriting. The course explores dramatic structure including film language, story, and character development. Students will analyze and apply various techniques in writing for the screen.

THEA 3880. Acting 2

Acting 2 is an in-depth exploration of the ideas and practical applications of contemporary acting in the world of theatrical realism.

THEA 3900. Directing Project

A concentrated exploration of the principles and practices of directing contemporary theatre with an emphasis in directing a project for presentation.

THEA 3901. Theatre Internship/Practicum I

A practical internship with a professional theatre company in the Atlanta area one of three areas: artistic, technical, or management.

THEA 3902. Theatre Internship/Prac II

A practical internship with a professional theatre company in the Atlanta area one of three areas: artistic, technical, or management.

THEA 3903. Theatre Internship/Prac III

A practical internship with a professional theatre company in the Atlanta area one of three areas: artistic, technical, or management.

THEA 3920. Independent Study

Individual instruction designed to meet the specific needs of individual students in their areas of specialization.

THEA 3930. Independent Study II

Individual instruction designed to meet the specific needs of individual students in their areas of specialization.

THEA 3940. Independent Study III

Individual instruction designed to meet the specific needs of individual students in their areas of specialization.

THEA 3990. Play Development II

Advanced application in the creation and development of a theatrical production from inception to completed presentation.

THEA 3991. Advanced Play Development I

Advanced application in the creation and development of a theatrical production from inception to completed presentation.

THEA 3992. Advanced Play Development II

Advanced application in the creation and development of a theatrical production from inception to completed presentation.

THEA 3993. Advanced Play Development III

Advanced application in the creation and development of a theatrical production from inception to completed presentation.

THEA 4101. Theatre Concepts I

A directed discussion class concerned with the collaborative overview of professional theatre with an emphasis in equity theatres.

THEA 4102. Lighting Design

A study of design principles and practices, history of design and practical applications of lighting.

THEA 4103. Set Design

A study of the principles and practices, history and practical applications in set design.

THEA 4104. Costume Design

A study of the principles and practices, history, and practical applications in costume design.

THEA 4111. Theatre Concepts II

A directed discussion class concerned with the collaborative overview of professional theatre with an emphasis in equity theatres.

THEA 4121. Theatre Concepts III

A directed discussion class concerned with the collaborative overview of professional theatre with an emphasis in equity theatres.

THEA 4460. Voiceover

In this course, students will study and apply their performance skills in voiceovers for radio, animation, commercials, film, and other media. Students will learn techniques for developing characters and accents that they can access on demand. Students will create and analyze their vocal recordings for use on professional voiceover demo recordings or in other media.

THEA 4500. Capstone Project

A theatre major's final project, particular to the major's interest in either acting, directing, play writing, or design. Presented in the theatre for the general public.

THEA 4511. World Theatre

A study of non-western Theatre styles and concepts as they relate to contemporary American Theatre.

THEA 4520. African-American Theatre

A study of the history and contributions of African-American to American theatre.

THEA 4530. Music Theatre

A study of New Music Theatre forms including but not limited to the American Musical.

THEA 4800. Selected Topics I

A seminar in theatre topics.

THEA 4801. Selected Topics II

A seminar in theatre topics.

THEA 4802. Selected Topics III

A seminar in theatre topics.

THEA 4860. Audition Techniques

An advanced acting course in which students explore performance techniques for the camera.

THEA 4861. Acting for the Camera

An advanced acting course in which students explore performance techniques for the camera.

THEA 4880. Acting Styles

An in-depth exploration of the ideas and practical applications of contemporary acting.

THEA 4901. Theatre Collaboration

A class in creating new work for the theatre in collaboration with a professional Equity Theatre

WBIT 1100. Introduction to IT

This course is an introductory course in information technology. Topics include foundation in hardware, software, data, and an overview of the information technology in organizations. Additional topics include structured programming techniques, systems development, database design and networking, with an emphasis on appropriate business ethics, interpersonal skills and team building.

WBIT 1310. Program and Problem Solving I

This course helps students to develop basic problem-solving skills using the Java programming language. Students are introduced to fundamentals of Java programming language with emphasis on primitive data types, control structures, methods, arrays, classes, objects, abstraction, inheritance and polymorphism. Students learn basic techniques of good programming style, design, coding, debugging, and documentation. Students are able to create programs to solve basic practical problems.

WBIT 2000. The Enterprise and IT

This course will look at the structure and management of an information technology infrastructure. From the management aspect the course will touch on principles and practices of managing both people and technology to support an organization. The course will emphasize how to make an information technology infrastructure effective, efficient, and productive. The management of hardware, software, data, networks and other supporting IT functions will be studied.

WBIT 2300. Discrete Math for IT

Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the fields of Computer Science and Information Technology.

WBIT 2311. Prog. & Prob. Solving II

The emphasis of this course is on advanced programming techniques in Java including GUI's, software reuse through component libraries, recursion, event-driven programming, database processing, file processing, and exception handling. Students are able to create event-driven, graphical programs or text-based programs solving practical problems incorporating databases and external files.

WBIT 3010. Technical Communication

This course covers workplace communication at the intermediate level. Topics include audience analysis, research proposal and report writing, document and visual design, editing and presentation design.

WBIT 3110. Systems Analysis and Design

This course introduces the fundamental principles of the design and analysis of IT applications. In this course, students will learn to apply the tools and techniques commonly used by systems analysts to build and document IT applications. Classical and structured tools for

describing data flow, data structure, process flow, file design, input and output design, and program specification will be studied, as will object-oriented techniques.

WBIT 3111. IT Project Management

This course will cover the four main phases of project management: planning, organizing, monitoring (or control), and adjusting. It will include project management techniques and tools as applied to information technology. Resource and personnel management and allocation, product testing, scheduling, and project management software are examples of these tools and techniques. Students will study examples of both successful and unsuccessful projects and apply lessons learned to a class project.

WBIT 3200. DB Design, Dev-Deploymt.

An advanced course in database design, development and deployment. Course emphasizes database design, drawing distinctions between data modeling and process modeling using various modeling techniques, including Entity-Relationship Modeling, Object Modeling and Data Flow Diagramming; database development using the relational model, normalization, and SQL; database deployment including control mechanisms, forms, reports, menus and web interfaces. Additional topics include procedures, functions, packages and triggers. Students will design, create and process a database to demonstrate competency in the course content.

WBIT 3400. Introduction to Digital Media

This course covers the basic design principles and tools for creating and editing digital media elements. Examples of these elements include graphics, animation, audio, video, virtual space and simulation.

WBIT 3410. Web Applications Development

The course provides a survey of techniques and tools for developing basic web pages for delivery of text and graphic information; focus on page markup languages, client-side scripting, page design principles, page layout techniques, markup language syntax, and page styling methods.

WBIT 3500. Architecture and Op. Sys.

This course introduces students to the architectures of computer systems and the operating systems that run on them. It explores and gives experience with some common computer designs and operating systems. Topics include basic computer architecture, instruction set architecture, memory, memory management, processes, and file systems.

WBIT 3510. Data Comm and Networking

This course covers computer network and communications concepts, principles, components, and practices; coverage of common networking standards, topologies, architectures, protocols; design and operational issues surrounding network planning, configuration, monitoring, troubleshooting, and management.

WBIT 3600. Intro to E-Commerce

The emphasis of this course is on basic principles and practices of E-business and E-commerce. Topics include infrastructures and applications of Ecommerce, E-Tailing, E-Marketing, advertisement, B2B, B2C, C2C, E-Government, M-Commerce, E-Learning, electronic payment systems, security, and legal issues. Students also learn to build simple dynamic Ecommerce sites using server-side script

WBIT 4020. Profess'n'l Practices & Ethics

This course covers historical, social, economic, and legal considerations of information technology. It includes studies of professional codes of ethical conduct, philosophy of ethics, risk analysis, liability, responsibility, security, privacy, intellectual property, the internet, and various laws that affect an information technology infrastructure.

WBIT 4030. Senior Project & Portfolio

A capstone course for WebBSIT majors. Students will be expected to complete a final team or individual project. The project may be an approved industry internship or a project developed and designed by faculty of the WebBSIT. Students will apply skills and knowledge from

previous WebBSIT courses in project management, system design and development, digital media development, eCommerce, database design, and system integration.

WBIT 4112. Systems Acquisition

Most IT applications used by organizations are configured from components that have been purchased from third-party vendors. This includes both hardware components and, increasingly, software components. In this course, students will study the component acquisition process, and methods and techniques for integrating these components into an existing IT infrastructure.

WBIT 4120. Human-Comp'r Interaction

The emphasis of this course is on fundamentals of human-machine interfaces, both cognitive and physical. Learning styles and effects of short-term memory on cognition and reaction will affect hardware and software development. Students will design a prototype interface.

WBIT 4520. Info. Assurance and Security

This course is an introduction to information assurance and security in computing. Topics include computer, network (distributed) system and cyber security, digital assets protection, data backup and disaster recovery, encryption, cryptography, computer virus, firewalls, terrorism and cyber crimes, legal, ethical and professional issues, risk management, information security design, implementation and maintenance.

WBIT 4601. Cust. Relationship Mgmt.

The use of IT applications has allowed many organizations to collect large amounts of data on their clients and to use such data to improve the relationships with their customers. In this course, students will study customer relationship management systems, including the reasons for their emergence, the functionalities that they provide and the issues one would have to face to successfully introduce a Customer Relationship Management System into an organization.

WBIT 4602. IT Strategy

Students will gain an understanding of the complexities of IT systems development and will demonstrate effective strategies commonly used by IT professionals. The course will include surveys of security issues, Internet technologies, web development software, e-commerce models, purchase and payment systems, interfaces with business systems, legal issues, international issues, and marketing and promotion of information technology systems. Students will develop prototypical systems.

WBIT 4610. IT Policy and Law

This course will focus on the legal implications of conducting business in the information technology age. Topics will include current understanding of Internet contracts, copyright, trademark and patent law. Further, this course will examine cutting-edge cases relating to security, e-commerce, and emerging ethical issues and trends.

WCOM 2210. Basic Wireless Telephony

An introduction to wireless applications. Topics covered include basic telephony, public switched networks, multiplex concepts, cellular system theory, pagers, and personal communications services.

WST 2010. Intro to Women's Studies

In this course we will examine women and gender from an interdisciplinary perspective, borrowing from Humanities and Social Science fields such as English, psychology, philosophy, art history, sociology, film studies, women's health, and cultural studies. At the same time, we will consider the ways that gender roles vary across time and in different cultural contexts, paying particular attention to analysis of interrelated gender, race, sexuality, and class oppressions.

WST 3300. Women and Sport

This course provides an introduction to current debates and scholarship in the field of women and sport. The course examines the cultural production of women athletes and explores the underpinning historical, social, economic and political implications of women in sports. Topics may include: media representations of women athletes,

media coverage of women's sport, women's sporting bodies, female physicality, and the iconic image of the athlete in U.S. culture.

WST 3400. Gender, Culture & Globalization

This course will review recent scholarship on globalization, gender, and culture in several advanced and developing countries. Putting gender at the center of globalization discourses highlights the historical and cultural variability of gender relations intersecting with class, race and nationality, and highlights the impact of restructuring on workers, organizations and institutions at the local, national and regional levels.

WST 3410. U.S. Women of Color

This course provides students with a better understanding of the unique experiences of women of color living in the U.S. and focuses on groups such as Native American, African American, Latina, and Asian American women. The historical and contemporary experiences of U.S. women of color will be at the center of the course, and students will use theories of race, class, gender, and sexuality to examine these experiences in terms of the contributions U.S. women of color have made in shaping the nation. Course content and class discussions will focus on visual representations, ethnographies and writings of U.S. women of color.

WST 3500. Feminist Theory

This course is designed to provide students with an overview of western and non-western feminist thinkers from a variety of disciplines. Students will be trained to use theory as a tool of analysis. Using an interdisciplinary approach, students will not only understand the development of various feminist standpoints, but also critically examine and explore global, social, and cultural issues.

WST 3510. Black Feminist/Womanist Theory

This course examines the development of scholarship in Black Feminist and Womanist Theories as Black women confronted racism and sexism. By examining Black Feminist and Womanist writings and intellectual thought, such as that of Anna Julia Cooper, bell hooks, Barbara Smith, and Patricia Hill Collins, just to name a few, the class will focus on the evolution of the theories. The tenants of Black Feminism and Womanism will be enumerated, along with the scholars in the field

WST 4010. Feminist Media Studies

This course explores the intersection of media culture (i.e., production, representation, reception, and identity), commercial media imperatives, feminism, and gender, examining the development, direction and contributions of scholarly/research approaches to these areas. Topics include: feminist media histories, gender roles in the media, feminist cultural studies, women and advertising, cultivation theory, the culture industry, agency through consumption and decades of women on television.

WST 4800. Special Topics in WST

This course will be conducted as a revolving-topics seminar that may be repeated when topics vary. Topics will address relevant themes in Women's and Gender Studies.

ADMISSIONS INFORMATION

- General Admissions Policies (p. 231)
- Undergraduate Admissions (p. 232)
- Graduate Admissions (p. 239)

General Admissions Policies

- Georgia Residency Status (p. 231)
- Lawful Presence Verification (p. 232)
- Servicemembers Opportunity College (p. 232)
- Students 62 Years of Age or Older (p. 232)

Georgia Residency Status

At the time of admission, a student is classified as a resident or a non resident of Georgia for tuition purposes. 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.

Eligibility Requirements for In-State Tuition

The criteria considered when determining a student's eligibility for in-state tuition depends on a student's status as an independent or dependent student. A **dependent student** is an individual under the age of 24 who receives financial support from a parent or United States court appointed legal guardian. An **independent student** is an individual who is not claimed as a dependent on the federal or state income tax returns of a parent or United States court appointed legal guardian, and whose parent or guardian has ceased to provide support and rights to that individual's care, custody, and earnings.

- An **independent student** who has not lived outside of Georgia or who:
 - Moved to the state for reasons other than attending a post-secondary educational institution;
 - Abandoned all ties to their previous state or country of residence;
 - Has taken appropriate steps to assume the responsibilities of a Georgia resident;
 - Has lived in the state for at least 12 continuous months immediately preceding the first day of classes;
 - Receives no financial assistance from outside of Georgia;
 - Is not claimed as a dependent on the taxes of someone who resides outside of Georgia; and,
 - Is a U.S. citizen, Lawful Permanent Resident, refugee, asylee, or other eligible noncitizen as defined by federal Title IV regulations.
- A **dependent student** whose parent or U.S. court-appointed legal guardian has not lived outside of Georgia or whose parent or U.S. court-appointed legal guardian:
 - Moved to the state for reasons other than attending a post-secondary educational institution; o Abandoned all ties to their previous state or country of residence;
 - Has taken appropriate steps to assume the responsibilities of a Georgia resident;
 - Has lived in the state for at least 12 continuous months immediately preceding the first day of classes;
- Receives no financial assistance from outside of Georgia; and o Is a U.S. citizen, Lawful Permanent Resident, refugee, asylee, or other eligible noncitizen as defined by federal Title IV regulations.
- In addition to the above, a dependent student of a Georgia-domiciled parent must either:
 - i. Be a graduate of a Georgia high school; or
 - ii. Be claimed as a dependent on their Georgia-domiciled parent's state or federal income taxes.
- A **dependent student** of a **Georgia-domiciled U.S. court-appointed legal guardian** must provide evidence that the guardianship was not appointed to avoid payment of out-of-state tuition.
- A full time employee of the University System and his or her spouse and dependent children may register on the payment of resident fees.
- 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.
- 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.
- 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.
- 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.
- International students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this State may be enrolled upon the payment of resident fees, provided the number of such international students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
- If the parents or legal guardian of a minor change his or her legal residence to another state following a period of legal residence in Georgia, the minor may remain classified as in-state for tuition paying purposes, provided the student remains continuously enrolled.
- 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.
- Career Consular Officers and their dependents who are citizens of the foreign nation which their Consular Officer represents, and who are stationed and living in Georgia under orders of their respective government, shall be entitled to enroll in University System institutions on payment of resident fees. This arrangement shall apply to those Consular Officers whose nations operate on the principle of educational reciprocity with the United States.

Change in Residency Status

Individuals who enter the institution as non resident students but later qualify as legal residents must fill out a Petition for Residency Classification form, which can be found at <http://www.clayton.edu/admissions>. To assure that proper consideration is given to requests for

changes in residency classification, students should submit a Petition for Residency Classification at least 20 days prior to the beginning of the term in which they plan to enroll. A student's residence status is not changed automatically, and the burden of proof that the student qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia rests with the student.

Lawful Presence Verification

The Board of Regents of the University System of Georgia has implemented a policy requiring University System Institutions to verify the lawful presence in the United States of all admitted students entering Clayton State University who are seeking in-state (resident) tuition status. BOR Policy 4.3.4 (https://www.usg.edu/policymanual/section4/C329/#p434_verification_of_lawful_presence) states: "University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status (in-state tuition).

Information regarding this requirement and how it can be satisfied are found on the CSU website under the Admissions Office (<https://www.clayton.edu/admissions/international>).

Servicemembers Opportunity College

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

Students 62 Years of Age or Older

As per Board of Regents Policy 4.2.1.9 (https://www.usg.edu/policymanual/section4/C328/#p421_admission_requirements_for_programs_leading_to_the_baccalaureate_degree), Citizens of Georgia who are 62 years of age or older may attend Clayton State University on a space-available basis. An applicant desiring admission under this classification must meet all regular admission requirements to the University, must be a Georgia resident, and must present proof of age.

Undergraduate Admissions

- Requirements for Undergraduate Applicants (p. 232)
- Dual Enrollment & Early Admission of High School Students (p. 233)
- Freshmen and Recent High School Graduates (p. 233)
- Non-Traditional Students (p. 234)
- Transfer Students (p. 235)
- Transient Students (p. 236)
- International Students (p. 236)
- Post-Baccalaureate Students (p. 237)
- Non-degree (p. 237)
- Readmission of Former Clayton State Students (p. 237)

- New Student Orientation (p. 237)
- Denial of Admission (p. 237)
- Academic Renewal (p. 238)

Requirements for Undergraduate Applicants

To be admitted to Clayton State University, a new student must qualify under one of the admission categories listed below. Applicants in all categories must submit:

1. a completed application for admission,
2. the required application fee, and
3. all documents required by the appropriate category under which they are applying.

The admissions application may be obtained from the Office of Recruitment and Admissions in Edgewater Hall or on-line at <http://www.clayton.edu>. If you need assistance or have questions about admission, please contact the Office of Recruitment and Admission by email at CSU-info@clayton.edu or call (678) 466-4115.

Application Deadlines

To ensure admission consideration for a given term, applicants in all categories must meet the appropriate application deadline as follows:

Priority Deadline

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

The Office of Recruitment and Admission will accept transient applications for admission up to 30 days after the regular application deadline; however, students must submit a complete packet to ensure timely review and processing of the materials.

An application fee of \$40.00 is assessed to those who use the paper application or who apply on-line and is non-refundable.

Transcripts and Test Scores

High school and/or college transcripts must be official copies in sealed envelopes or electronically provided by the high school and/or college; student copies are not acceptable. Test scores (SAT I & II, ACT) must be submitted to Clayton State directly from the testing service or on the official high school transcript; copies provided by the student are not acceptable. In cases requiring the SAT II, the University will provide information about which tests are needed and what scores are acceptable.

Admission Categories

Applicants for admission to Clayton State are classified into one of the following categories:

- Freshman-Recent High School Graduates
- Non traditional Students
- Transfer Students

- Dual Enrollment / Early Admission of High School Students
- Transient Students

Other Categories

- Post-baccalaureate
- Auditors
- Age 62 and older

These categories and the standards and procedures for them are defined and explained under the headings that follow. The University reserves the right to change admission standards and procedures.

Program Admission

General admission to the University does not guarantee admission to certain programs that have limited enrollment capacity and/or additional standards. This includes such programs as nursing, dental hygiene, music, teacher education, information technology, and business.

Dual Enrollment & Early Admission of High School Students

Clayton State University provides academically talented high school students with opportunities for acceleration of their formal academic programs via participation in:

1. a dual enrollment program or
 2. early admission program.
- **Dual Enrollment Program** – offers qualified high school juniors and seniors the option to begin working toward a college degree, while still pursuing a high school diploma. This program enables participants to fulfill high school graduation requirements by taking college courses that provide dual credit– simultaneously fulfilling high school course requirements.
 - **Early Admission Program** – enables qualified high school students the opportunity to enroll as a full-time college student following completion of the junior year in high school.

Generally, students participating in dual enrollment or the early admission program take college-level courses from the University System Core Curriculum or courses for which Core Curriculum courses are prerequisites or co-requisites

Participation Guidelines

To participate in either program a student must be enrolled in public or private secondary high school, which is accredited by one of the following:

- Regional accrediting association (such as the Southern Association of Colleges and Schools)
- Georgia Accrediting Commission
- Georgia Private School Accrediting Commission (GAPSAC)
- Accrediting Commission for Independent Study (ACIS)
- Public school regulated by a school system and state department of education.

Dual Enrollment (DE) Program Funding

Students who are interested in dual enrollment or early admission may be eligible for funding under Dual Enrollment (DE) via the Georgia

Student Finance Commission (GSFC). The DE Program provides qualified Georgia high school students with the financial assistance and opportunity to earn college degree-level credit hours, while they simultaneously meet their high school graduation requirements. To receive DE Program funding, authorized participants must complete an DE Program application. Courses funded under the program must come from the GSFC approved course directory.

Admission Requirements

The *minimum* admission standards for Dual Enrollment and early admission are:

- Minimum SAT I score of 970, combined Verbal and Mathematics sections (minimum 430 Critical Reading and 400 Math), or ACT Composite of 20 (minimum 17 English and 17 Math);
- Minimum cumulative high school grade point average of 3.0 or higher in courses taken from the required 17 RHSC unites;
- Exemption of all learning support requirements for early admission;
- Written consent of parent or guardian (if the student is a minor);
- On track towards the completion of the University System of Georgia 17 unit RHSC requirements and high school graduation.

Students intending to complete their RHSC or high school graduation requirements by enrolling in college courses must also meet the following admission requirements:

- *RHSC English and/or Social Science* - students planning to complete their 4th year high school English and/or social studies requirements with college credit must have an SAT I Verbal score of 530 or higher or ACT English score of 23.
- *RHSC Math* - student's planning to complete their 4th year of high school mathematics must have completed Algebra I and II and Geometry and have a SAT I Mathematics score of at least 530 or ACT Mathematics scores of at least 22.
- *Electives* - students can enroll in appropriate elective courses as approved by the high school counselor. Students must have completed two units of a foreign language to enroll in a college foreign language course and students three units of science prior to enrolling in a college science course.

Admission to Clayton State University

Dual Enrollment or early admission program students must be admitted to the university and are required to complete appropriate admissions requirements, including a CSU Application for Admission.

Freshmen and Recent High School Graduates

This category is designed for students who have recently graduated from high school or who will do so soon. Students in their senior year of high school who anticipate graduating prior to their admission to Clayton State University are in this category. Applicants in this category must have graduated from high school within the past five years, and if they have been to college they must have completed fewer than 30 semester hours (or quarter equivalent) of college-level credit. Applicants who have 30 or more credit hours of college-level work must apply under the transfer category.

Standards for “Regular” Admission Status

1. **Required High School Curriculum (RHSC).** To qualify for regular admission to Clayton State, an applicant must have graduated from an accredited high school and completed the “college prep” high school courses specified by the University System of Georgia RHSC as follows:

- four years of college prep English
- four years of college prep mathematics
- four years of college prep science
- three years of college prep social studies
- two years of the same college prep foreign language

Applicants with questions about RHSC should contact their high school counselors or call the Clayton State Office of Recruitment and Admission (678) 466-4115. Students who graduated from an out-of-state high school and do not meet Georgia’s RHSC requirements (e.g. foreign language) but are otherwise well-prepared may be considered for admission and must complete the foreign language requirement the first semester of attendance.

2. **Freshman Index (FI) of 1940.** The FI is calculated based on a sliding scale between high school grade point average in RHSC and standardized test scores (SAT or ACT). To qualify for regular admission to Clayton State, an applicant must have achieved the following:
 - **SAT-ACT Minimum:** SAT-I score of at least 830 with subscore minimums of 430 verbal and 400 math (or ACT score of at least 17 English and 17 math and 17 Composite).
 - **Freshman Index (FI) of at least 1940.** The FI is calculated as follows:
 - Using SAT-I: $\text{SATV} + \text{SATM} + (\text{HSGPA} \times 500)$.
 - Using ACT: $(\text{ACT composite score} \times 42) + (\text{HSGPA} \times 500) + 88$.

“Limited” Admission Status

Students who meet the RHSC and SAT/ACT minimums for regular admission but whose freshman index (FI) falls in the window between 1790 and 1939 may be reviewed by the Admission Appeals Committee for “limited” admission. Students admitted in this status may have restrictions imposed as a condition of admission.

Standards for Home School and Non-Accredited Graduates

In lieu of the Freshman Index and College Preparatory Curriculum requirements, applicants from home schools or graduates of non-accredited high schools may validate the College Preparatory Curriculum through satisfactory documentation of equivalent competence in each of the College Preparatory Curriculum areas at the college preparatory level. A student whose SAT I Composite (Verbal plus Mathematics) score is at or above the average SAT I score of the previous year’s fall semester first-time freshman and who has completed the equivalent of each of the College Preparatory Curriculum areas as documented by a portfolio of work and/or other evidence that substantiates College Preparatory Curriculum completion qualifies for consideration for admission. For students with ACT scores, the ACT composite score comparable to the average SAT I total score is required.

Applicants lacking an acceptable RHSC portfolio may validate RHSC by the following SAT II scores:

- English Writing (520)
- Literature (530)
- Math IC (500) or Math IIC (570)
- American History & Social Studies (560)
- World History (540)
- Biology (520) and
- one of the following: Chemistry (540) or Physics (590).

Contact the Office of Recruitment and Admission for details (678) 466-4115.

Presidential Exception

A recent high school graduate otherwise not eligible for admission may be considered for admission in two circumstances:

1. if the applicant has standardized test scores (SAT I or ACT) in the upper five percent of national college-bound seniors and shows other evidence of college readiness, and
2. if the President determines that the applicant shows exceptional talent and promise for academic success.

Such presidential exceptions are very limited. Contact the Office of Recruitment and Admission for details.

Non-Traditional Students

The non-traditional freshmen category applies to applicants who have been out of high school for at least five years and who have never attend college or have less than 30 transferable hours of college credit. Applicants in this category do not have to meet the same standards as recent high school graduates and do not have to submit SAT or ACT test scores.

To qualify for non-traditional freshmen admission, all of the following criteria must apply:

1. Applicants must have graduated from an accredited or approved high school or have satisfactorily completed the General Educational Diploma (GED).
2. Applicants who have attended college must have earned fewer than 30 semester hours of transferable credit to be considered a non-traditional freshmen. (See the transfer section for additional information about special requirements for non-traditional freshmen applicants who have some transfer credit.)
3. Applicants must take the ACCUPLACER test and make an acceptable score.

Prior to being accepted, applicants classified as non-traditional may be required to take an entry examination (ACCUPLACER) to determine admissibility. Students not meeting minimal scores on the ACCUPLACER will not be admitted.

Students who meet the minimum standards but do not test into college level courses in English, reading and/or mathematics will be required to take the appropriate pre-college “Learning Support” course(s). If the ACCUPLACER indicates the need for Learning Support Courses, the admitted non-traditional students will be required to enroll in such courses and must exit Learning Support (through successful completion of the appropriate Learning Support exit course(s)) in accordance with Learning Support policies.

Students not meeting the minimum level for admission or placing into Learning Support courses are allowed one retest each semester. Non-traditional students who fail to make a minimum score upon retesting on the ACCUPLACER are advised to seek admittance to another institution, and then transfer to Clayton State based on the transfer standards listed below.

Transfer Students

Transfer Application Procedure

Any student who transfers credit to Clayton State from another college or university is considered a transfer student. Transfer applicants must submit official transcripts from all colleges or universities attended regardless of whether the student has any transferable hours from the institution. Official transcripts must arrive in sealed envelopes. Clayton State will accept eTranscripts. Transcripts sent from personal emails nor student copies of transcripts are not acceptable.

Transfer Admission Standards - Regular Admission

Transfer students will be granted regular admission if they meet the following standards:

1. Have 30 or more semester hours of transferable credit. (Transfer applicants with fewer than 30 hours must meet the admission requirements for either a recent high school graduates [freshman] or nontraditional student in addition to the transfer admission standards.)
2. Have a cumulative transfer GPA of at least 2.00, calculated on all attempted transferable college course work (Transfer applicants with a GPA below 2.00 should see the limited admission heading below for possible appeal.)
3. Be in good academic and conduct standing at the last institution from which credit was earned.

Transfer Admission Standards - Limited Admission

Transfer applicants who have a GPA below 2.00 and/or who are not in good standing at their last institution may submit an appeal for limited admission.

Transfer Applicants With Fewer Than 30 Semester Hours

Special considerations apply to transfer applicants who have earned fewer than 30 hours of transferable credit:

1. if the applicant graduated from high school within the last five years, the applicant must meet standards for recent high school graduates in addition to transfer admission standards. Such applicants must submit all high school transcripts as well as college transcripts.
2. if the applicant graduated from high school more than five years ago, he or she will be considered a non-traditional transfer applicant. The admission decision will be based on a combination of transfer grades and scores on required admission/placement tests.

Academic Renewal – Transfer Students

In most cases, transfer students will meet the regular admission requirements to Clayton State University. However, in the event a student

is not eligible for admission or has a poor academic record from a prior institution, another option is available to students through the Academic Renewal Policy. This policy allows transfer students who have experienced academic difficulty at other regionally accredited institution of higher education to make a fresh start after an absence of three calendar years from their previous institution. The policy is as follows:

Eligibility Requirements

1. A student must be absent from their transfer institution for three calendar years.
2. A student may request Academic Renewal at the time of application to Clayton State University. If a student does not request Academic Renewal and is denied admission to Clayton State, the Office of Undergraduate Recruitment & Admissions will review the application to determine if the student is eligible for Academic Renewal. If eligible, the student will be presented with this option.
3. The student must remain enrolled in classes (beyond the drop/add period) in order to be eligible for academic renewal.
4. The Academic Renewal GPA begins with the first term of enrollment.
5. A student can be granted Academic Renewal only once.
6. Students will receive transfer credit for courses taken at another institution during the three years the student was absent from their previous institution.
7. If academic renewal was granted at another University System of Georgia (USG) institution, it will be honored at Clayton State University. However, the student will be responsible for obtaining the necessary documentation from the institution where Academic Renewal was awarded.

Renewal Policies and Guidelines:

1. All previously attempted transfer coursework continues to be recorded on the student's official transcript. A cumulative GPA (including all courses taken) and an Academic Renewal GPA must be shown on the academic record.
2. Any academic suspensions that occurred at the previous institution will remain on the student's academic record.
3. An Academic Renewal GPA and academic standing begins when the student begins taking courses once approval for Academic Renewal has been granted. The institution will place a statement on the student's transcript indicating the Academic Renewal status and the beginning of a separate Academic Renewal GPA.
4. Academic credit for transfer coursework will be retained only for courses in which A, B, C, or S grades have been earned. Retained grades are not calculated in the Academic Renewal GPA.
5. A student may not select which courses apply for academic renewal. All courses with a grade of D may not be used to meet a pre-requisite or degree requirement.
6. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation.
7. Eligibility for certain programs (e.g. Teacher Education, Nursing, Dental Hygiene, and Business) will be determined by the college for that major. Academic Renewal may or may not be considered.
8. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.
9. Academic Honors will be calculated on all coursework completed including any coursework eligible for academic renewal.

General Policies on Transfer Students and Transfer Credit

- Clayton State University only will accept credit from colleges and universities that are regionally accredited. Only official academic transcripts will be reviewed.
- Only undergraduate coursework is considered for transfer credit.
- Post-Baccalaureate, graduate, and transient students' transcripts are not evaluated.
- Transfer credit is awarded in semester hours. Quarter hours will be converted to semester hours upon evaluation. One quarter hour is the equivalent of 2/3 semester hour.
- If a course is repeated (and is not a course that is repeatable for credit), only the final graded attempt will be eligible for credit.
- A course taken at the freshman/sophomore level at a previous school may not receive equivalent credit for a course taught at the junior/senior level at Clayton State University.
- To be eligible for credit, lower-level courses require a grade of D or higher (with the exception of ENGL 1101 English Composition I and ENGL 1102 English Composition II, which require a C or higher); upper-level courses require a grade of C or higher.
- Failed courses will not be awarded credit; however, these grades will be included in your transfer GPA. All grades received for regionally accredited college-level coursework, including repeated courses and courses not applicable toward the student's current curriculum, are counted in the transfer GPA. Remedial courses will be excluded from the transfer GPA.
- Transfer credit generally will not be awarded for internships; practicums; seminars; workshops; co-ops; experiential learning; directed studies; research courses; remedial courses; introduction to college/orientation courses; physical education courses; or audited courses. Transfer credit also will not be awarded for credit by exam or exemptions granted by another institution.
- Courses used to meet CPC deficiencies at a previous institution will be used to meet the corresponding deficiencies at Clayton State University. Courses flagged for CPC deficiencies cannot be used to satisfy graduation requirements.
- Career/technical courses only are applicable to the Bachelor of Applied Science (BAS) program at Clayton State University and therefore only will be considered for credit for students admitted to this program. Transfer of technical credit will be regulated by the policies of the BAS program.
- Test scores (AP, CLEP, IB) must be officially submitted to the Office of the Registrar for consideration. Credit for tests will not be awarded based on a high school or college transcript.
- Courses deemed equivalent to those taught at Clayton State University will be assigned Clayton State University course numbers. For courses deemed transferable for which there is no exact equivalent, elective credit will be granted.
- Transcripts from a college or university outside of the United States must be submitted in English; if not in English, they must be translated by a certified company. Should the University require additional evaluation, we may require a foreign credential evaluation from WES or Josef Silny & Associates in order for the credits to be evaluated by the Office of the Registrar. For information regarding foreign credential evaluation requirements, please visit: <http://www.clayton.edu/admissions/international/requirements>.
- Students who have served in the military must submit official military transcripts in order for their experience to be considered for

college credit. A Joint Services Transcript (JST) is not required for acceptance to Clayton State University. Upon admission to Clayton State University, students may request a review of a JST by sending an inquiry via their Clayton State University student email account to ClaytonStateRegistrar@clayton.edu. For information regarding obtaining military transcripts, please visit: <http://www.clayton.edu/veterans-information-page/militarytranscripts>.

Transient Students

A student in good academic standing at another college or university may apply for admission and enrollment as a transient student at Clayton State. 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. A transient student who desires to continue as a transfer student at the University must apply through the Admissions Office and meet all transfer admissions policies, deadlines, and requirements.

International Students Admission Procedures

All international students must pay the Clayton State application fee and provide all of the same documents required of U.S. citizens as described by their admissions category (freshmen, non-traditional, or transfer). In addition, International students from non-English speaking countries will be required to demonstrate proficiency of English through one of the methods described in the English Proficiency Requirement section below.

Students requiring an F-1 visa to enter the United States:

- Must complete Financial Verification Form, proof that adequate funds are available for educational and living expenses
 - Copy of Passport
 - Transfer Clearance Form if currently attending another institution in the US on F1 Visa

Permanent residents and applicants in other immigrant/non-immigrant categories must bring their immigration documents to the Office of Recruitment and Admissions. Such documents may include passport, resident alien card, I-94, or EAD.

Non-native speakers of English must demonstrate English proficiency as outlined in the section below.

Additional information regarding requirements for International Students is available on the University website (<http://www.clayton.edu/international-student-services>).

English Proficiency Requirement

English is the medium of instruction in all courses at Clayton State University, except foreign language courses. International applicants whose primary native language is not English must document proof of proficiency in English through one of the following options:

Note: Official test scores must arrive directly from the testing source. No photocopies, faxes, scans or email attachments are accepted.

For the most up to date information please visit the following link:
<https://www.clayton.edu/admissions/undergraduate-admissions/apply/international>

- TOEFL (Test of English as a Foreign Language). The internet-based TOEFL, or "iBT". The following TOEFL scores are acceptable:
 - 75 total on the internet-based TOEFL (iBT), or
 - 540+ on the paper-based TOEFL if the iBT is not available in your region
- The International English Language Testing System (IELTS)
 - 6.5 total minimum scores
- For SAT and other testing requirements please visit: <https://www.clayton.edu/admissions/undergraduate-admissions/apply/freshman>
- Cambridge C1 Advanced (Certificate of Advanced English)
 - 180 minimum scale score
- Completion of an approved University System of Georgia (USG) intensive ESL program.
- Completion of College English/English Composition and Rhetoric from a regionally accredited U.S. College or University with a minimum grade of "C".
- Two years of English (not ESL) taken in a U.S. high school with minimum grades of "C".

Contact the Office of Recruitment and Admissions to inquire about additional information.

Medical Insurance

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

Post-Baccalaureate Students

Students who already hold a bachelor's degree from an accredited college or university may be admitted to Clayton State University on a post-baccalaureate basis. Applicants in this category must submit an official transcript from the degree-granting institution. (Applicants below must also submit transcripts from any other institution from which they want Clayton State to accept credit.)

For more information, contact the Admissions Office (<https://www.clayton.edu/admissions>).

Non-degree

Students who are taking courses at Clayton State for career development or personal enrichment only and who are not seeking a degree or certificate from Clayton State.

Readmission of Former Clayton State Students

The readmission process is required prior to registration for any student who has not been enrolled at Clayton State during the previous twelve months.

Readmission to Clayton State for former students is a simple and quick process that is handled by the Registrar's Office in person (Edgewater Hall-239) or on-line (<http://www.clayton.edu/registrar/Readmission>).

Students who were in good standing at the end of their last term at Clayton State and who had exempted or exited Learning Support requirements and who have not attended any other college or university during their absence from Clayton State are guaranteed readmission upon completing the process. (Readmission to the University does not guarantee admission to specific academic programs that have additional requirements and/or space limitations.)

The following additional readmission regulations apply to students who have attended another college or university while absent from Clayton State and to students who are not in good academic standing:

1. Any student who has enrolled in any other college or university while absent from Clayton State must submit to the Registrar official transcripts from the institution(s) attended. Transcripts must be submitted even if the student does not intend to apply credit to a Clayton State program. (It is not necessary to resubmit high school records or test scores.)
2. If the student was on academic probation at the end of his or her last term at Clayton State, the student will be readmitted on probation regardless of grades earned at another institution. For students on suspension or dismissal from Clayton State, readmission will not be granted until the student has successfully appealed.

New Student Orientation

The New Student Orientation Program is an important set of activities designed to acquaint new students with the resources available at Clayton State University. The program is tailored to the unique needs of all students, and there are programs for freshmen, transfer students, transients, and families of new students. All new students are encouraged to participate.

During the program, students will have an opportunity to meet faculty and students, become familiar with campus facilities, and be introduced to the wide variety of student services and activities available to the campus community. At the conclusion of orientation, students will meet with faculty advisors and register for courses.

Orientation details are provided after the student has been accepted to the University. Call (678) 466-5433 for additional information.

Denial of Admission

A student denied admission or readmission to the University may, upon request, have his or her application reviewed by the Admission or Readmission Appeals Committee if it has not already been reviewed. The committee may recommend the admission of a student on academic probation status if evidence of maturity, motivation, and ability is exhibited.

- Students admitted to the University through appeal may be required to take certain courses.
- Students denied admission to Clayton State may consult with the Clayton State Office of Admissions about the possibilities of admission to other institutions.

Academic Renewal

Academic Renewal – Former Returning Students

In most cases, the Clayton State University Institutional GPA will serve the needs of a student whose academic performance was weak in previous years. However, another option is available to students through the Academic Renewal Policy. This policy allows degree-seeking students who have experienced academic difficulty at Clayton State University to make a fresh start after an absence of *three calendar years* from Clayton State University. The policy is as follows:

Eligibility Requirements

1. A student must have been absent from Clayton State University for three calendar years.
2. A student must be readmitted and remain enrolled in classes (beyond the drop/add period) in order to be eligible for academic renewal.
3. If a student does not request Academic Renewal at the time of re-enrollment after a three-year or greater period of absence from Clayton State University, the student must do so within 12 months of the first semester of re-enrollment. The 12 month application deadline does not change if the student sits out a semester.
4. A student can be granted Academic Renewal only once.
5. If a student attended another institution during their absence from Clayton State University, academic renewal is not applied toward transfer credit, unless it also meets the academic renewal criteria and is requested by the student.

Renewal Policies and Guidelines

1. All previously attempted Clayton State coursework continues to be recorded on the student's official transcript. A cumulative GPA (including all courses taken) and an Academic Renewal GPA must be shown on the academic record.
2. Any academic suspensions that occurred in the past will remain on the student's academic record.
3. An Academic Renewal GPA and academic standing begins when the student resumes taking courses once approval for Academic Renewal has been granted. The institution will place a statement on the student's transcript indicating the Academic Renewal status and the beginning of a separate Academic Renewal GPA.
4. Academic credit for previously completed coursework—including transfer coursework—will be retained only for courses in which A, B, C, or S grades have been earned. Retained grades are not calculated in the Academic Renewal GPA.
5. Courses with a grade of D will not be used to meet a pre-requisite or degree requirement.
6. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation.
7. No grades earned after the student returns to Clayton State will be eligible for academic renewal.
8. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.

9. The granting of Academic Renewal does not supersede eligibility for certain programs (e.g. Teacher Education, Nursing, Dental Hygiene, and Business).
10. Academic Honors will be calculated on all coursework completed including any coursework eligible for academic renewal.

Academic Renewal – Transfer Students

In most cases, transfer students will meet the regular admission requirements to Clayton State University. However, in the event a student is not eligible for admission or has a poor academic record from a prior institution, another option is available to students through the Academic Renewal Policy. This policy allows transfer students who have experienced academic difficulty at other regionally accredited institutions of higher education to make a fresh start after an absence of *three calendar years* from their previous institution. The policy is as follows:

Eligibility Requirements

1. A student must be absent from their transfer institution for three calendar years.
2. A student may request Academic Renewal at the time of application to Clayton State University. If a student does not request Academic Renewal and is denied admission to Clayton State, the Office of Undergraduate Recruitment & Admissions will send the student a letter with a link to their web site and the Academic Renewal application.
3. If academic renewal was granted at another University System of Georgia (USG) institution, it will be honored at Clayton State University. However, the student will be responsible for obtaining the necessary documentation from the institution where Academic Renewal was awarded.
4. If a student does not request Academic Renewal at the time of enrollment, the student must do so within 12 months of the first semester of enrollment. The 12 month application deadline does not change if the student sits out a semester.

Renewal Policies and Guidelines

1. All previously attempted transfer coursework will be recorded on your Clayton State transfer evaluation.
2. Academic credit for transfer coursework will be retained only for courses in which A, B, C, or S grades have been earned. Retained grades are not calculated in your Transfer Academic Renewal GPA.
3. Because the Academic Renewal policy does not permit credit for any course in which a D has been earned, any transfer credit with a grade of D that would have been accepted under our normal practices will be denied.
4. Clayton State University will place a statement on your Clayton State University transcript indicating the Academic Renewal policy was applied towards your transfer evaluation.
5. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.
6. The granting of Academic Renewal does not supersede eligibility for certain programs (e.g. Teacher Education, Nursing, Dental Hygiene, and Business).
7. Academic Honors will be calculated on all coursework completed including any coursework eligible for academic renewal.
8. Academic Renewal at Clayton State University will not result in altering transcripts from previous institutions.

Graduate Admissions

The School of Graduate Studies at Clayton State University welcomes your application for graduate study. Clayton State University encourages applications for admission from qualified students regardless of gender, culture, race, religion, ethnic background, national origin, age, or disability. Below is general information about admission to the School of Graduate Studies; however, please note specific programs may have additional requirements.

Requirements for Graduate Applicants

Persons seeking admission to a graduate degree program at Clayton State University 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. Specific information on applying to the School of Graduate Studies can be obtained from the Office of Recruitment and Admissions in Edgewater Hall. If you need assistance or have questions about admission, please contact Graduate Enrollment Services at 678-466-4113 or graduate@clayton.edu.

Generally, applicants must submit the following information by the application deadlines:

1. Online Application and \$50 non-refundable application fee
2. All official transcripts from every previous institution attended
3. Any supporting documentation required by specific graduate programs.
4. Official scores on the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT), if required by graduate program of interest.

An application should not be submitted earlier than one year prior to the term for which admission is desired. Admission is for a specific term. If the student is unable to enroll for the term indicated in the letter of admission, Graduate Enrollment Services should be informed immediately. 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.

Every student must complete in its entirety the Immunization form. The form is available on the University Health Services website (<https://www.clayton.edu/UHS>). The form must be forwarded to University Health Services prior to registration. Clayton State University reserves the right to cancel the admission or readmission of any applicant whose health record indicates the existence of a condition which may be harmful to members of the University community.

Provisional Admission

The use of Provisional admission is solely the prerogative of the School of Graduate Studies. Provisional Graduate Status may be given to applicants who show promise but are not able to fulfill all the requirements for admission to Full Graduate Status at the time they apply. Students admitted under the Provisional category are informed of expectations or conditions in the letter of admission. Provisional status may not be used as a mechanism to accept students and allow the submission of admission materials, such as standardized test

scores, at a later date. Graduate student may take a maximum of nine semester hours of coursework in a provisional status but may not be in provisional status for more than one semester. In the rare instance when a provisional extension may be necessary, the Graduate Director must submit a justification letter for approval by the Dean of the School of Graduate Studies. Students admitted to Provisional Status will be dismissed from their programs if the student is not making satisfactory progress toward progression to Full Status.

Non-Degree Admission

Non-Degree Status is provided for students who wish to take a limited number of graduate courses (typically not more than two) that relate to their academic or professional backgrounds but do not lead to an advanced degree. A student seeking admission to Non-Degree Status should submit completed application forms, application fee, transcripts from all colleges or universities attended, and a list of courses he or she wishes to take. A student is admitted to this status at the discretion of the program 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 programs do not accept non-degree students. Should a student be subsequently accepted to a graduate degree program at Clayton State, those courses that were taken as a non-degree student will not necessarily be counted toward the degree program requirements. Students admitted as non-degree seeking are not eligible for federal or state financial aid.

Transient Admission

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

1. An applicant must complete an application for admission and furnish documentation from the Registrar of the college or university last attended that includes the following:
 - a. a recommendation for transient admission to Clayton State University,
 - b. a statement that the student is eligible to return, and
 - c. a list of recommended courses to be taken at Clayton State University.
2. Transient enrollment is on a space-available basis, and some courses may be closed to transient students at some stages of the registration process.
3. Transients must meet Clayton State prerequisite/co-requisite and major restriction requirements for individual courses even if the sending institution has authorized the course.

Communication

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

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

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

Application for Admission

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

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

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

College Transcripts

One (1) official transcript from each college and university attended must be submitted to the Graduate Enrollment Services. Transcripts are considered official when they are sent directly or electronically from a college or university Graduate Enrollment Services and contain an official seal and/or signature. Applicants who have previously attended Clayton State University are required to submit the transcripts from any additional institution that they have attended.

Test Scores

Official test scores on either the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) may be required of all applicants, depending on the admissions requirements of each graduate program. The GRE and GMAT scores are only considered official when sent directly to Graduate Enrollment Services from their respective testing service. Examinee copies are not considered official. Clayton State University's institution code for the GRE is 5145. Clayton State University's institution code for the GMAT is BD3-SV-70.

International Students

The School of Graduate Studies encourages the enrollment of students from other countries. All international applicants must meet the School of Graduate Studies admissions requirements as well as any additional specific program requirements. International students with a student visa are required to carry a minimum of a full-time course load (9 credit

hours) during fall and spring semesters and a minimum of six (6) credit hours during the summer semester. In addition, international applicants from non-English speaking countries will be required to demonstrate proficiency of English through one of the methods described in the English Proficiency Requirement section below.

Applicants requiring an F-1 visa to enter the United States must complete and submit the following:

- Financial Verification form providing proof that adequate funds are available for educational and living expenses
- Copy of passport
- Transfer Clearance Form, if currently attending another institution in the US on F-1 visa

Additional information regarding requirements for international applicants is available at <http://www.clayton.edu/international-student-services>.

English Proficiency Requirement

English is the medium of instruction in all graduate courses at Clayton State University. In order to ensure language barriers do not potentially hinder international students from academic success, international applicants whose primary native language is not English must document proof of proficiency in English through one of the following options:

- TOEFL (Test of English as a Foreign Language) or the internet-based TOEFL (iBT). The following TOEFL scores are acceptable: a minimum of 78 on the iBT OR a minimum of 550 on the paper-based TOEFL if the iBT is not available in your region.
- International English Language Testing System (IELTS). A total minimum IELTS score of 6 is acceptable.
- Successful completion of an approved University System of Georgia (USG) intensive ESL program

Applicants whose language of instruction was English should have the Registrar of the home institution submit a letter to Graduate Enrollment Services attesting/certifying that the language of instruction for the baccalaureate degree was English. If this documentation is unavailable, applicants must submit the official acceptable scores on the TOEFL or IELTS.

Academic credentials must be original documents with authorized signatures, seals, stamps, and must be evaluated by a credentialing evaluating organization. Graduate Enrollment Services accepts evaluations that are prepared by either Josef Silney and Associates (<http://www.jsilney.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 Graduate Enrollment Services.

Medical Insurance

All international students are required to be enrolled in a health insurance plan that meets the minimum standards set by United HealthCare. All students on F-1 or J-1 visas are required to purchase or provide proof of medical and health insurance coverage for the academic year.

Departmental Requirements

Some degree programs have additional requirements such as portfolios, letters of recommendation, departmental applications, personal

interviews, and diagnostic testing. Applicants should contact the Graduate Program Director/Coordinator directly or the graduate program handbook (<https://www.clayton.edu/graduate/graduate-studies/current-students/academic-policies>) regarding any special requirements.

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 Graduate Enrollment Services. 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 Graduate Enrollment Services in writing of this decision as soon as possible. An applicant wishing to defer an application to a future semester should first consult with the academic department/graduate program director. If an accepted applicant wishes to defer entry within one year, the School of Graduate Studies and degree program reserves the right to review the application materials again and decide if postponement is appropriate. An applicant may receive a one-time deferment of enrollment. After the original (or deferred) 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.

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.

Graduate Assistantships

Graduate students may apply for regular graduate assistantships through their academic program. Awards can vary by department. GA's are required to work between 10 to 20 hours per week and also may receive tuition assistance and/or a monthly stipend. Contact the School of Graduate Studies (schoolofgradstudies@clayton.edu) for more information.

Academic and other departments on campus may offer opportunities for qualified students who have been accepted into one of the graduate degree programs to work as laboratory, research, or teaching or grading 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 School of Graduate Studies (schoolofgradstudies@clayton.edu) for specific information.

Note: Stipends are considered income and are subject to state and federal withholding taxes. International students who receive taxable

income are required to file a tax return each spring in the U.S. in order to determine if those taxes are refundable according to the tax treaty between your country and the U.S.

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.
3. Previously enrolled as a graduate student and suspended or dismissed for unsatisfactory academic progress.

Students who have only attended Clayton State University at the graduate level cannot apply for reentry to enroll at the undergraduate level. Graduate students wishing to enroll at the undergraduate level should complete a new application for undergraduate admission, should submit the appropriate application fee and all transcripts to the Office of Recruitment and Admissions. Students should refer to the undergraduate catalogue for requirements and other policies related to transfer, transient and post-baccalaureate admission. Undergraduate students cannot 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 Graduate Enrollment Services 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 any required supporting documentation must be submitted to Graduate Enrollment Services by the established deadlines. Reentry applications are processed in the order that they are complete and ready for a decision.

FINANCIAL INFORMATION

- General Regulations on Tuition (p. 242)
- Tuition (p. 242)
- Books, Software, and Other Costs (p. 242)
- Mandatory Fees (p. 242)
- Elective Fees and Special Charges (p. 242)
- Third-Party Billing (p. 243)
- Refund Policy (p. 243)
- Regents' Tuition Assistance Program (p. 243)
- Out-of-State Tuition Waivers (p. 243)
- Refunds in the Event of Death (p. 243)
- Military Refunds (p. 243)
- Bad Check and Delinquent Account Policy (p. 243)
- Financial Aid and Payment Plan (p. 244)
- Return of Title IV Student Aid (p. 244)
- Financial Aid (p. 244)

General Regulations on Tuition

The majority of the operating budget of Clayton State University comes from appropriations passed by the Georgia General Assembly and allocated to the institution by the Board of Regents. Other sources of funds include student tuition, fees, contracts, gifts, and grants.

Fees are established by the University System of Georgia and are subject to change without notice. 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 their 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 advisor 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://apps.clayton.edu/courses/schedule>. Tuition and fees usually increase every year and are subject to change without notice. For tuition and fees go to <http://www.clayton.edu/bursar/Tuition-Fees>.

Tuition

A complete tuition and fee schedule may be found on the Bursar's website by going to <http://www.clayton.edu/bursar/Tuition>.

Books, Software, and Other Costs

Textbooks, software, and other materials or expenses required for courses at Clayton State University are the responsibility of the individual student. Textbooks and other course materials are sold at the Loch Shop

and may also be available from off campus sources. Materials may be ordered online from <https://lochshop.bncollege.com/shop/clayton/home>. The cost of course materials varies with the course of study the student pursues.

Mandatory Fees

Mandatory student fees are defined as fees which are paid by all students as required by the Board of Regents or as required by the institution subject to approval by the Board of Regents. Mandatory fees shall include, but not be limited to:

- Intercollegiate athletic fees;
- Student health service fees;
- Transportation or parking fees (if the latter are charged to all students);
- Student activity fees;
- Technology fees;
- Facility fees; and
- Mandatory food service fees.

All mandatory student fees collected by an institution, as well as any proposals to increase or create a mandatory student fee or to change the purpose of an existing mandatory student fee, shall be proposed and administered by the President of the institution and presented to an advisory committee composed of at least 50 percent students appointed by the institution's Student Government Association for advice, counsel, and a vote prior to the institution submitting the request to the Board of Regents. The advisory committee must include at least four students and institutions and Student Government Associations should make a concerted effort to include broad representation among the students appointed to the advisory committee. (Board of Regents Policy 7.3.2.1)

For information on mandatory fees, visit: <http://www.clayton.edu/student-fees/Mandatory-Fees>.

Elective Fees and Special Charges

Nursing and Dental Hygiene Expenses

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

Special Course Fees

A student enrolling in certain studio courses, lab courses or online courses (if not charged eTuition) should expect to be charged an additional fee. For more information about these fees, visit: <http://www.clayton.edu/student-fees/Special-Course-Fees>.

Students 62 or Older

When space is available students 62 years of age or older may attend Clayton State University without payment of fees, except for supplies and laboratory or shop fees.

Continuing Education Course Fees

Continuing Education Courses are offered each semester by the Office of Continuing Education. Academic credit is not awarded for Continuing

Education courses. Fees and refund policies for these courses are listed in brochures published by that office. The Financial Aid Office does not award financial aid for continuing education courses.

Miscellaneous Student Fees

Some programs or services require an administration or application fee to cover the associated costs. For more information about these fees, visit: <http://www.clayton.edu/student-fees/Miscellaneous-Fees>.

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.

Third-Party Billing

Third-party billing is the process in which Clayton State University bills an outside organization (third party such as AmeriCorps, Athletics, GEICO Corporate Sponsor, Military, Saudi Arabian Cultural Mission, Third Party Scholarships, etc.) for a student's tuition and/or fees. Third-party billing requires that Clayton State submits an invoice to the organization before the remittance of payment. If you are expecting a third-party organization to pay your tuition and/or fees, please view the information at: <http://www.clayton.edu/bursar/Third-Party-Billing>.

Refund Policy

Refunds are granted only in limited cases as explained below. Clayton State University utilizes a third party processor to assist with processing all general refunds. All refunds will be issued in the name of the student and via the refund method that the student has selected. If tuition and fees have been paid by federal or state funds, the refund will be made first to the issuing agency.

1. **Refunds for cancellation of registration or reduction in hours prior to the first class day of the semester.** Any student who has registered and paid will receive a full or proportional refund of fees paid (except for those identified above as non-refundable) if the student formally cancels his or her registration or reduces the number of hours taken prior to the first class day of the semester. (There is no refund for reduction of hours if the student remains enrolled in 12 or more hours since tuition caps at 12 hours.)
2. **Refunds for reduction in hours during the official Late Registration period.** If the late registration process results in a reduction of hours, the student's billing for tuition and fees will be adjusted up or down to reflect the hours for which he or she is registered at the end of the Late Registration period, and a refund will be issued if appropriate. If the student's registration remains at 12 or more hours, no refund will be issued since matriculation fees cap at 12 hours. Please remember that certain fees are non-refundable.
3. **After the end of the late registration period, no refunds are issued for reduction in hours if the student remains enrolled in any course.** After this point, refunds are issued only for complete withdrawal in accordance with Official Board of Regents' Policy as follows: "The refund amount for students withdrawing from the institution shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total calendar days in a semester includes weekends, but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the point in time that

the amount earned equals 60%. Students that withdraw from the institution when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges."

4. **Request for all refunds must be made prior to end of the current semester.** Student's requesting a refund for any reason, must make their request prior to the end of the semester in which they are requesting a refund.

Regents' Tuition Assistance Program

Full-time employees of the Board of Regents of the University System of Georgia who are eligible to participate in the Tuition Assistance Program (TAP) should contact the Office of Human Resources (<https://www.clayton.edu/human-resources>) for complete information.

Out-of-State Tuition Waivers

Clayton State University offers out-of-state tuition waivers for graduate students. Applications to apply for out-of-state tuition waivers is available on the School of Graduate Studies website.

Refunds in the Event of Death

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 (<https://www.clayton.edu/registrar>) for details.)

Military Refunds

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.)

Bad Check and Delinquent Account Policy

Financial Obligations to the University

Failure to meet financial obligations to the University may result in the student's dis-enrollment with no credit for the semester. Such students may be denied enrollment in subsequent semesters. The University will withhold copies of educational records of students who have outstanding debts to the institution and/or forward all accounts to a collection agency for further processing.

Collection Policy

All delinquent debts and/or obligations to the University will be turned over to a collection agency for further legal collection action. All student accounts turned over to a third party for legal collections will be subject to pay the fees of any collection agency, which may be based on a percentage at a maximum of 15% of the debt, and all costs and expenses,

including reasonable attorney's fees, Clayton State University incurs in such collection efforts.

Returned Check Policy

Returned check charge: \$30 or 5%, whichever is greater. Once the business office is notified that a check has been returned unpaid, a hold will be placed on the student's account and the writer of the returned check will be notified via mail. The writer will be given ten days to satisfy the debt. If at the end of the ten day period the account remains unpaid, the class schedule of the student for which the check was presented, will be dropped for non-payment. After two returned checks, a student will lose the privilege of writing checks to the University, and the student is on a "cash only" basis for the remainder of their attendance at Clayton State University.

Financial Aid and Payment Plan

For those students who need assistance in meeting educational costs, student financial aid in the form of grants, loans and a limited amount of scholarships is available. Student work-study is available for those who meet federal and or University criteria. Students who need financial assistance should contact the Clayton State University Financial Aid Office for applications and instructions. For information on financial aid and scholarship programs available at Clayton State University, go to the Financial Aid website: <http://www.clayton.edu/financial-aid>.

Clayton State University partners with Nelnet Business Solutions to provide students a payment plan option for each semester. Payment Methods include an Automatic bank payment (ACH), or a Credit card/ Debit card (An additional fee will be assessed.) There is an additional cost to enroll/participate in the payment plan and is non-refundable.

Return of Title IV Student Aid

Students receiving financial aid will be required to return any unearned portion when a student withdrawal request form is completed. Amounts will be based on the calculation of the percentage of time enrolled. Contact the Financial Aid Office (<https://www.clayton.edu/financial-aid>) for more information.

Financial Aid

The Office of Financial Aid at Clayton State University is committed to providing quality financial aid services. We administer federal Title IV programs, State of Georgia programs, federal VA Education Benefits, and provide scholarship assistance to eligible students who seek financial educational funding via these resources.

Types of Financial Aid Offered

The Office of Financial Aid Office provides federal and state student aid. The Office also administers scholarships and Veterans Affairs benefits. Procedures for applying for assistance can be found at <http://www.clayton.edu/financial-aid>.

Federal Financial Aid consists of grants, 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 Pell Grant
- Federal Supplemental Education Opportunity Grant (SEOG)
- Teacher Education Assistance for College and Higher Education (TEACH) Grant
- Iraq and Afghanistan Service Grant
- Federal Work-Study Program
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Direct PLUS Loan (for parents and graduate students)

More detailed information on these types of federal funds can be found at <http://studentaid.ed.gov/>.

State Financial Aid consists of scholarships and grants. Students interested in the HOPE Programs must complete either the Free Application for Federal Student Aid (FAFSA) or the Georgia Student Financial Aid Application System (GSFAPPS). It is recommended that all students complete the FAFSA form so that the Office of Financial Aid can award students both federal and state aid. If a student does not complete a FAFSA form, but completes the GSFAPPS Application instead, the Office of Financial Aid can only award HOPE funds. The state funds include:

- HOPE Scholarship
- Zell Miller Scholarship
- HOPE Career Grant
- Zell Miller Grant
- HOPE GED Grant
- REACH Scholarship
- Dual Enrollment Program
- HOPE GED Voucher
- Georgia's HERO Scholarship Program
- Public Safety Memorial Grant
- Student Access Loan
- Georgia National Guard Service Canceleable Loan

Institutional Scholarships funded through the Clayton State University Foundation. These scholarships vary from year to year. Current scholarship information can be found at <http://www.clayton.edu/financial-aid/Scholarships>.

BankMobile Student Refunds

All financial aid and tuition refunds are processed through BankMobile (formerly Higher One). Every newly registered student will be issued an activation code by BankMobile via US Mail. As soon as the student receives the activation code, they should go to the website on the mailer and begin the refund selection process by entering the code and authenticating themselves. Once authenticated, the student will select their refund preference: the free checking account from BankMobile or electronic transfer to an existing bank account. If the student selects BankMobile as their refund preference, they will be mailed a BankMobile Vibe card (MasterCard-branded card) to access their funds. Students who select BankMobile can spend funds anywhere MasterCard is accepted. Cash withdrawals from the account can be made fee-free at the BankMobile ATM located on the first floor of Edgewater Hall or at any Allpoint ATMs nationwide. <http://www.allpointnetwork.com/locator.aspx>.

The Bursar's Office can answer questions about your refund, and the LakerCard Center can assist with questions about the BankMobile activation code process.

Financial Aid Eligibility

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 Registrar's Office. Students should refer to the major course requirements before registering for classes.
- All financial aid recipients must maintain Satisfactory Academic Progress (SAP). Students in a certificate, associate degree, or bachelor degree program are required to maintain a minimum 2.0 cumulative GPA. Graduate students must maintain a 3.00 GPA.
- The SAP quantitative standard requires undergraduate students to successfully complete the cumulative credit hours associated to the total attempted hours by degree listed below. At a total of 16 attempted hours, Associate degree programs must have a minimum of 67% for the completion of attempted hours. At a total of 46 attempted hours, Bachelor degree programs must have a minimum of 67% for the completion of attempted hours. To calculate the 67% completion ratio take cumulative earned hours divided by the cumulative attempted hours. Graduate students must complete 67% of courses attempted during a given semester.

Associates Degree Requirements

Total Attempted Hours	Required Earned Percentage
0-15	60%
16 and more	67%

Bachelors Degree Requirements

Total Attempted Hours	Required Earned Percentage
0-15	57%
16-30	60%
31-45	63%
46 and more	67%

- Course work used to evaluate SAP for degree programs includes all attempted hours at Clayton State University, including Learning Support and repeat courses, as well as most transfer hours regardless of whether or not you received financial aid for those terms of enrollment. Course work used to evaluate SAP for certificate programs includes all attempted hours required for that specific program only. Students who do not meet the SAP standards are not eligible for financial aid with the exception of those students in a WARNING or PROBATION status as described by our Financial Aid SAP Policy <https://www.clayton.edu/financial-aid/SAP1718>.
- Financial aid will pay up to 150% of Clayton State's programs of study for the maximum time frame. For example: Associate Degrees are 60 credit hours, financial aid will pay for a total of 90 attempted credit hours, Bachelor's Degrees are 120 credit hours and financial aid will pay up to 180 attempted credit hours. Students in a certificate program are allowed to attempt up to 150% of the hours required for that specific certificate program. Example: The Paralegal Certificate program requires 30 hours, so students in that program may attempt up to 45 hours required for that program.

- Students admitted on a joint-enrollment basis are not eligible for financial aid.
- 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 attending at least 6 credit hours in their major to be eligible for a student loan. (Graduate students require 5 credit hours.)
- Students who register for a second half semester course (mini session) have fees 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.
- Enrollment for federal grant recipients is "frozen" each semester at the end of the schedule adjustment period. Students must be registered for all parts of term before the freeze date to receive federal grants for that class.
- All financial aid recipients are strongly encouraged go to Clayton State's Office of Financial Aid website at <http://www.clayton.edu/financial-aid> for additional or updated information on financial aid requirements, procedures, and frequently asked questions, and to view the Student Rights & Responsibilities.

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

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

GRADUATION REQUIREMENTS

- Undergraduate Graduation Requirements (p. 246)
- Graduate Graduation Requirements (p. 250)

Undergraduate 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 four colleges of the University:

1. Arts and Sciences (p. 26),
2. Business (p. 82),
3. Health (p. 93), and
4. Information & Mathematical Sciences (p. 105).

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 normally subject to the catalog graduation requirements that are in effect at the time the student entered his/her major program. A student may elect to satisfy the graduation requirements specified in a subsequent catalog. A student not enrolled for 2 or more consecutive calendar years is subject to the graduation requirements in effect at the time of readmission. Students must submit their graduation application by the published semester deadlines.

Core Curriculum (Areas A-E)

General Education Learning Outcomes

- **Goal A1 (Written Communications)**
 - Students will write effective expository and argumentative essays which consider purpose and audience.
- **Goal A2 (Quantitative)**
 - Students will apply mathematical knowledge to interpret quantitative information using verbal, numerical, graphical, and symbolic forms.
- **Goal B (Institutional Foundations)**
 - Students will effectively evaluate arguments, considering opposing points of view when appropriate.
 - Students will construct effective inductive and valid deductive arguments and determine to what extent such arguments justify their conclusions.
- **Goal C (Humanities or Fine Arts)**
 - Students will demonstrate the ability to communicate critically on cultural concepts, artifacts or expressions in either English or a foreign language.
- **Goal D (Natural Sciences, Mathematics or Technology)**
 - Students will apply scientific reasoning or mathematical methods to demonstrate scientific knowledge or to solve problems.
- **Goal E (Social Sciences)**
 - Students will examine and apply concepts of social identity and individual differences, such as ethnicity, race, gender, age, class, ability or sexual orientation.

Guidelines for the Core Curriculum (Areas A – E) are established by the University System of Georgia in order to ensure a solid general

education foundation for all graduates. Courses taken within the Core are guaranteed to transfer within the University System in accordance with guidelines. To a great extent, Areas A-E of the Core are “major free,” meaning that they will apply regardless of major; however, certain majors do have specific mathematics, science, and other requirements in Areas A-E. All baccalaureate degree graduates and all A.A. and A.S. degree graduates must complete Areas A-E of the Core Curriculum, as specified below. *Students should check with their degree program requirements for information on the minimum passing grade necessary.* The areas of the Core and courses that can satisfy area requirements are as follows:

Code	Title	Credit Hours
Area A. Essential Skills		9
<i>A1. Two Composition Courses</i>		
ENGL 1101	English Composition I	
ENGL 1102	English Composition II	
<i>A2. Non-Science/Math Majors</i>		
Choose one Mathematics Course from the following:		
MATH 1101	Intro to Mathematical Modeling	
MATH 1111	College Algebra	
MATH 1112	Trigonometry & Analytic Geom ¹	
MATH 1113	Pre-Calculus	
MATH 1241	Survey of Calculus	
MATH 1501	Calculus I	
<i>A2. Science/Math Majors</i>		
Choose one Mathematics Course from the following:		
MATH 1112	Trigonometry & Analytic Geom ¹	
MATH 1113	Pre-Calculus	
MATH 1501	Calculus I	
Area B. Critical Thinking and Communication²		4-5
<i>B1. One Critical Thinking Course</i>		
CRIT 1101	Critical Thinking	
<i>B2. One or Two Foreign Language or Communication Courses from Among</i>		
COMM 1001	Presentation Speaking	
COMM 1002	Presentation Applications	
COMM 1110	Public Speaking	
FREN 1002	Elementary French II	
SPAN 1002	Elementary Spanish II	
Area C. Humanities		6
<i>C1. One Literature, Philosophy, or Foreign Language Course from Among</i>		
ENGL 2111	World Literature I -Pre-Modern	
ENGL 2112	World Literature II - Modern	
ENGL 2121	British Literature I	
ENGL 2122	British Literature II	
ENGL 2131	American Literature I	
ENGL 2132	American Literature II	
FREN 2001	Intermediate French I	
FREN 2002	Intermediate French II	
PHIL 2010	Introduction to Philosophy	
PHIL 2030	Ethics/History/Cntmpry Persp	
SPAN 2001	Intermediate Spanish I	
SPAN 2002	Intermediate Spanish II	

C2. One Fine Arts or Intermediate Foreign Language Course from Among

ART 1100	Art Appreciation
ART 2301	Art of the Pre-Modern World
ART 2302	Art of the Modern World
CMS 2100	Introduction to Film
FREN 2001	Intermediate French I
FREN 2002	Intermediate French II
HUMN 2111	Perspective, Arts & Humanities
MUSC 2101	Music Appreciation
MUSC 2301	Introduction to World Music
PHIL 2040	Intro to Aesthetics
SPAN 2001	Intermediate Spanish I
SPAN 2002	Intermediate Spanish II
THEA 1100	Introduction to Theatre

Area D. Natural Sciences, Mathematics and Technology 10-11**D1. Science (Non-Science Majors)**

Non-Science majors must satisfactorily complete two courses and one laboratory in Area D1 from the following:

ASTR 1010	Solar System Astronomy
ASTR 1020 & 1020L	Stellar and Galactic Astronomy and Astronomy Laboratory ³
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I ⁴
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Lab II ⁴
BIOL 1111 & 1111L	Introduction to Biology I and Intro to Biology Laboratory
BIOL 1112	Introduction to Biology II ³
CHEM 1151 & 1151L	Survey of Chemistry I and Survey of Chemistry Lab I
CHEM 1152	Survey of Chemistry II ³
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I ⁴
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II ^{3,4}
PHYS 1111 & 1111L	Introductory Physics I and Introductory Physics Lab I
PHYS 1112 & 1112L	Introductory Physics II and Introductory Physics Lab II ³
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I ⁴
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II ^{3,4}

D1. Science (Health Professions Majors)

Health Professions majors must satisfactorily complete a two-semester science course and laboratory sequence from the following:

BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I
& BIOL 1108 & BIOL 1108L	and Principles of Biology II and Principles of Biology Lab II
CHEM 1151 & 1151L	Survey of Chemistry I and Survey of Chemistry Lab I
& CHEM 1152 & CHEM 1152L	and Survey of Chemistry II and Survey of Chemistry Lab II

CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I
& CHEM 1212 & CHEM 1212L	and Principles of Chemistry II and Principles of Chemistry Lab II
PHYS 1111 & 1111L	Introductory Physics I and Introductory Physics Lab I
& PHYS 1112 & PHYS 1112L	and Introductory Physics II and Introductory Physics Lab II
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I
& PHYS 2212 & PHYS 2212L	and Principles of Physics II and Principles of Physics Lab II

D1. Science (Science Majors)

Science majors must satisfactorily complete a two three-hour science courses and their accompanying one-hour laboratory courses from the following:

BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Lab I
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Lab II
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Lab I
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Lab II ³
PHYS 2211 & 2211L	Principles of Physics I and Principles of Physics Lab I ⁵
PHYS 2212 & 2212L	Principles of Physics II and Principles of Physics Lab II ^{3,5}

D2. Science, Math or Technology (Non-science Majors)

All students must complete an additional three hours in Area D2 from the following:

CSCI 1300	Computational Thinking& Coding
CSCI 1301	Computer Science I
GEOL 1011 & 1011L	Introductory Geosciences and Introductory Geosciences Lab
ENVS 2202	Environmental Science
MATH 1112	Trigonometry & Analytic Geom ⁶
MATH 1221	Finite Mathematics
MATH 1401	Elementary Statistics
MATH 1241	Survey of Calculus
MATH 1113	Pre-Calculus
MATH 1501	Calculus I ⁷
MATH 2502	Calculus II ⁷
SCI 1901	Selected Topics in Science

D2. Science, Math or Technology (Science majors)

All students must complete an additional three hours in Area D2 from the following courses:

CSCI 1301	Computer Science I
MATH 1401	Elementary Statistics
MATH 1501	Calculus I ⁷
MATH 2502	Calculus II ⁷

Area E. Social Sciences 12**E1. One American Government Course**

POLS 1101	American Government
-----------	---------------------

E2. One World History Course from Among

HIST 1111	Survey-PreModern World History
HIST 1112	Survey of Modern World History
HIST 2750	Critical Trends and Issues
POLS 2401	Intro to Global Issues
<i>E3. One American History Course from Among</i>	
HIST 2111	Survey of US History to 1877
HIST 2112	US HIST Since Reconstruction
<i>E4. One Behavioral Sciences Course from Among</i>	
AFAM 2010	Intro-African American Studies
ECON 1101	Survey of Economics
ECON 2105	Principles of Macroeconomics
ECON 2106	Principles of Microeconomics
PSYC 1101	Intro to General Psychology
SOCI 1101	Introduction to Sociology
WST 2010	Intro to Women's Studies
<hr/>	
Total Credit Hours	42

- ¹ Only the three credit MATH 1112 Trigonometry & Analytic Geom can be used by science majors in Area A2 and only if the student has a grade of C or better in MATH 1111 College Algebra.
- ² The sum of credits taken in areas B and D must total 15 credits. This means that students taking more than 7 credits in area D1 (e.g., science majors and health professions majors) need to take only one credit in area B2.
- ³ With the exception of BIOL 1108 Principles of Biology II/BIOL 1108L Principles of Biology Lab II, the second courses in the same discipline sequence require the first as a prerequisite.
- ⁴ Students may not receive credit for both the first Principles course and the other first course in the same discipline (i.e. taking BIOL 1107 Principles of Biology I/BIOL 1107L Principles of Biology Lab I and BIOL 1111 Introduction to Biology I/BIOL 1111L Intro to Biology Laboratory is not permitted). This rule also applies to the second courses (i.e. taking PHYS 1112 Introductory Physics II/PHYS 1112L Introductory Physics Lab II and PHYS 2212 Principles of Physics II/PHYS 2212L Principles of Physics Lab II is not permitted).
- ⁵ Biology majors are required to complete a physics sequence (PHYS 1111 Introductory Physics I/PHYS 1111L Introductory Physics Lab I and PHYS 1112 Introductory Physics II/PHYS 1112L Introductory Physics Lab II OR PHYS 2211 Principles of Physics I/PHYS 2211L Principles of Physics Lab I and PHYS 2212 Principles of Physics II/PHYS 2212L Principles of Physics Lab II) in their upper division requirements; therefore, they cannot apply calculus-based Physics (PHYS 2211 Principles of Physics I/PHYS 2211L Principles of Physics Lab I and PHYS 2212 Principles of Physics II/PHYS 2212L Principles of Physics Lab II) in area D1 and PHYS 1111 Introductory Physics I/PHYS 1111L Introductory Physics Lab I and PHYS 1112 Introductory Physics II/PHYS 1112L Introductory Physics Lab II in their upper division requirement.
- ⁶ Only the three credit MATH 1112 Trigonometry & Analytic Geom can be used by non-science majors in Area D2.
- ⁷ Students selecting MATH 1501 Calculus I or MATH 2502 Calculus II will count three hours in Area D2 and one hour in Area F or in their degree requirements. Some majors have specific D2 requirements. Students should consult with their advisors for details.
- ⁸ Students selecting MATH 1501 Calculus I or MATH 2502 Calculus II will count three hours in Area D2 and one hour in Area F or for their specific upper division degree requirements.

Bachelor of Applied Science Core Curriculum

Career associate degrees include 12-21 semester credit hours of general education work that is equivalent to Areas A-E courses in the Core Curriculum of the University System of Georgia. (Some career programs, especially those at University System two year colleges, contain more than 21 such hours.) Clayton State will accept Areas A-E equivalent hours from transferring students and apply them to the B.A.S. according to University System guidelines even if the courses do not match those in the Clayton State core for native students. A typical B.A.S. student transferring to Clayton State will take 12-21 hours of general education at the associate degree-granting institution and an additional 21-30 hours at Clayton State. Additionally, transfer of Area A-E is subject to the following conditions:

1. After hours from the career associate degree and other previous college level work are applied to Areas A-E, B.A.S. students will be expected to complete all remaining elements of Areas A-E in order to total 42 semester credit hours. The 42 hours must include two English composition courses (with a C or better in ENGL 1101 English Composition I), Mathematics Modeling (or higher), and a seven-hour science sequence with laboratory. Once a student has been admitted to Clayton State, hours taken to complete the Core must be in accordance with the Clayton State University Core Curriculum.
2. Courses that are not core curriculum equivalent (e.g., Citizenship, Business English, and math lower than Mathematical Modeling or College Algebra) will *not* count toward Areas A-E.
3. In some cases, courses transferred are eligible for inclusion either in the career courses for the associate degree or in Areas A-E of the Core Curriculum. When a student is admitted to the B.A.S. program, the courses are applied as is most appropriate to his or her program of study. Students should be aware that a course cannot be counted in two places (e.g., Introduction to General Psychology might be eligible in either Area E or as a career course, but it can be counted in only one place.)
4. Students who do not fulfill the legislative requirement for the study of Georgia and U. S. history and constitution by courses in Area E must meet the requirement by examination or other course work.
5. Transfer students may be required to provide official course descriptions, syllabi, or other documentation of course content to facilitate determination of equivalency.

Lower Division Required Coursework

Lower division required coursework for shall consist of 18 credits related to the field of study. The specific requirements of majors are listed where appropriate in the school or college's section of the catalog. In all cases, only courses that have not been used to satisfy other Core Curriculum requirements may be used to satisfy Lower Division Major Requirements.

Upper Division Major Requirements

Each graduate must complete all curriculum and related requirements for one specific major as listed in the appropriate section of the catalog. In addition to courses, graduation requirements may include GPA minimums, experiential learning, residency regulations, assessments, examinations, remedial work, or other requirements as explained in the catalog or official program handbooks. Unless otherwise stated, all upper

division courses in baccalaureate degree programs require a minimum grade of *C*.

Total Hours Requirement

The student must have earned the total number of semester credit hours specified for his or her major. The minimum is 60 hours for the associate degree and 120 hours for the baccalaureate degree; some programs require more hours.

Grade Point Average

The student must achieve an institutional GPA of at least 2.00 in the courses used to meet degree requirements. A student must be in good academic standing at the time of graduation. Some programs may require a higher GPA.

Grade Requirements for Specific Courses

The student must have a grade of *C* or better (or *K*) in ENGL 1101 English Composition I and ENGL 1102 English Composition II in order to graduate. In addition, the student must also meet any minimum grade requirements for the student's major including grade requirements embedded in prerequisites. Upper-level courses (3000 and 4000 level courses) require grades of *C* or higher unless specifically indicated in the requirements of individual degree programs.

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. Credit by examination or experience is not considered to be in residence even if the examination was taken at Clayton State. (In this context, "residence" has nothing to do with a student's residence for fee payment purposes.)

1. **Associate degree.** A minimum of 21 semester credit hours in residency is required. At least 12 of the 21 hours must be in Area F for the A.A. or A.S. or in program requirements other than electives for the A.A.S.
2. **Baccalaureate degree:** A minimum of 30 semester credit hours in residence at Clayton State University. At least 21 of the 30 must be upper division hours counted toward program requirements other than free electives. Individual programs of the University may specify additional residency requirements.

General Certificate Requirements

To earn an academic certificate from Clayton State University, a student must meet the following general requirements in addition to the curricular requirements listed later in this catalog with the program of study.

1. **Grade Point Average.** Certificate graduates must have an Institutional Grade Point Average of 2.00 or better in the courses counted toward certificate requirements. A student must be in good academic standing at the time of graduation. If ENGL 1101 English Composition I is counted toward the certificate, the graduate must have earned a grade of *C* or better (or *K*).
2. **Residency.** At least one half of the credit hours applied to the certificate must be earned in residence at Clayton State University.

Individual programs may have additional restrictions. (See Residency Requirements (p. 249))

3. **Graduation Ceremony.** Certificates are not awarded at the University's formal commencement program for degrees. Certificates are available for pick up in the Registrar's Office six to eight weeks after the end of the semester. Certificates not picked up will be mailed to the current address on file.

Georgia History and Constitution Requirements

Georgia law requires that each candidate for a degree demonstrate a knowledge of the history and constitution of the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

1. HIST 2111 Survey of US History to 1877/HIST 2112 US HIST Since Reconstruction satisfies the Georgia and US history requirement.
2. POLS 1101 American Government satisfies the Georgia and US Constitution requirement.
3. HIST 3110 Georgia History and Government satisfies the Georgia history and the Georgia Constitution requirement.
4. Transfer credit - students with transfer credit (HIST 2111 Survey of US History to 1877, HIST 2112 US HIST Since Reconstruction or POLS 1101 American Government) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams.

Other Graduation Requirements

Second Degree

Any student wishing to receive a second or subsequent degree from Clayton State University must complete in residence at Clayton State University a minimum of 24 additional credit hours for the associate degree or 30 credit hours for the bachelor's degree. Hours counted for residency must apply to the requirements for second degree; free electives do not count toward second degree residency. Credit which has been used to satisfy the requirements of a previous degree cannot be applied toward the minimum resident hours needed for the second or subsequent degrees. Students must meet **all** course requirements for the second degree, including prerequisite courses or skills. The graduation application process for a second degree is the same as for any degree. Specific "dual degree" programs listed in this catalog may have different residency requirements. Students transferring to Clayton State who received a Bachelor's degree from a USG institution have satisfied the core curriculum. Transfer students from outside the USG, must have 42 hours of general education course work in order to satisfy the core curriculum requirement.

Licensure Programs

Certain programs are designed to satisfy the present educational requirements that enable students to take licensure examinations. (Current programs at Clayton State University include Nursing, Dental Hygiene, and Middle Level Education.) It is possible that the licensing board may change requirements prior to a student's completion of his or her course of study. While reasonable efforts will be made to enable students to satisfy additional requirements, no assurances can be made

that the University will be able to offer additional courses or, if taken, that such courses will entitle students to take licensure examinations.

Application for Graduation

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

Admit Term	Final Recommended Deadline
Fall	June 1
Spring	September 15
Summer	January 30

Students may be graduated at the end of any semester in which they fulfill the degree requirements of the University. Currently, formal commencement ceremonies are held in May and December each year. Diplomas are available for pick up in the Registrar's Office eight weeks after the end of the semester. Diplomas not picked up will be mailed to the current address on file.

Graduate Graduation Requirements

- Graduate Major Requirements (p. 250)
- Total Hours Requirement (p. 250)
- Grade Point Average (p. 250)
- Residency Requirement (p. 250)
- Application for Graduation (p. 250)

Graduate Major Requirements

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

Each graduate degree program must include a research component that indicates knowledge of the literature of the discipline. This requirement is not subject to change or revision.

A candidate for graduation is subject to the catalog requirements that are in effect at the time the student entered his/her graduate degree program. It is recommended that each student consult with their Graduate Program Director/Coordinator to develop a master's degree plan of study by the end of the first semester of study.

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 require more hours.

Grade Point Average

A student must be in good academic standing at the time of graduation. The student must achieve an institutional GPA of at least 3.00 in all graduate courses taken.

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 5000 or higher at Clayton State University. Following is an example:

Course	Semester Credit Hours	Grade	Numerical Equivalent	Quality Points ¹
ENGL 5000	3	B	3	9
HIST 5050	3	B	3	9
MUSC 5000	3	A	4	12
Totals	9			30

Grade Point Average: Quality Points (30) / Credit Hours (9) = **3.33**

Residency Requirement

A minimum of twenty-four (24) graduate credit hours in residence at Clayton State University is required for graduation. 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, "residency" has nothing to do with a student's residence for fee payment purposes.)

Application for Graduation

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

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

Deadlines can also be found at <http://www.clayton.edu/registrar/graduation#GraduationApplicationDeadlines>.

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 six to eight weeks after the end of the semester. Diplomas not picked up will be mailed to the current address on file.

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

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

RULES AND REGULATIONS

- Basic Student Responsibilities (p. 251)
- Computer Devices (p. 251)
- Registering for Courses (p. 252)
- University Attendance Policy (p. 252)
- No Show Policy (p. 252)
- Prerequisites and Corequisites (p. 252)
- Late Registration and Changing Schedules (p. 253)
- Cross Registration in the Atlanta Regional Council for Higher Education (p. 253)
- Auditing Courses (p. 253)
- Online Instruction (p. 253)
- Withdrawal from Courses (p. 253)
- Credit Hours (p. 254)
- Undergraduate Specific Rules and Regulations (p. 255)
- Graduate Specific Rules and Regulations (p. 260)

Basic Student Responsibilities

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

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 Catalog as well as in applicable Departmental Student Handbooks.
- know basic University, school or college, and departmental admission, progression and graduation requirements in their chosen majors and minors so they may plan completion of these requirements;
- meet each semester with the academic advisor 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 (p. 263) (and corresponding subsections) within the Student Handbook about other aspects of student conduct in and out of the classroom.

Computer Devices

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

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

For hardware and software specifications and additional details, go to the CSU Computer Requirements & Recommendations website (<http://www.clayton.edu/hub/itpchoice>).

1. **Computer Access.** As a Clayton State student you are required to have on demand access to a laptop computer that meets faculty-approved hardware and software requirements for your academic program.
 - Student options for “access” may include personal ownership, lease, rent, or share a laptop computer that meets minimum requirements as long as the student has regular, unrestricted access to the computer.
 - A list of preferred vendors are available on the CSU Computer Requirements & Recommendations website (<http://www.clayton.edu/hub/itpchoice>). Vendors are given preferred status only after training and authorizing the Clayton State help desk (the HUB) to perform in-warranty repairs on laptop computers purchased by Clayton State students. Use of a Clayton State preferred vendor is not required.
2. **Available Software.** Office 365 is available for your laptop computer and other web browser supported devices.
 - Clayton State makes all features of Microsoft Office 365 available to currently enrolled students as part of the \$57.00 technology fee. It will be the student’s responsibility to access the features via login with the CSU issued email account at <http://www.portal.office.com>. For assistance students should contact the HUB.
 - Additional software necessary for specific courses and/or programs will be available for purchase from the Loch Shop, Clayton State’s Book Store and/or other vendors. The HUB can assist as needed with installation.
 - Antivirus software is required to access the Clayton State University network, wired and wireless. Many ISPs include free antivirus software with their service.
3. **Internet Access.** Each Clayton State student is required to have access to the Internet and to use your Clayton State issued e-mail address.
 - As a Clayton State student you are responsible for making your own arrangement with an Internet Service Provider (ISP). Check with your local providers for availability, speeds and pricing. You are encouraged to pay careful attention to the ISP’s reputation for reliability and customer service.
 - Resident students will have Internet access provided by Clayton State.
 - To access the University network, wired or wireless, you are required to have up to date antivirus software and register your device the first time you connect on campus.
 - As a CSU student you are required to agree to and abide by The Computer and Network Acceptable Usage Policy (<http://www.clayton.edu/technology-infrastructure/Policies-and-Procedures/Computer-and-Network-Acceptable-Use-Policy>). This policy is intended to clarify existing laws, agreements, and regulations regarding CSU computing resources.
 - Clayton State will provide each student with an e-mail address. The student will be responsible for monitoring this address on a regular basis for assignments and official communications from Clayton State faculty and administrators.

Registering for Courses

A schedule of classes is on the University’s website each semester (<http://apps.clayton.edu/courses/schedule>). Registration is accomplished online using the Clayton State system known as the

DUCK (Digital University Campus Kiosk) via the SWAN (<https://www.clayton.edu/swan>) portal.

Classes are scheduled at a wide variety of times during the day, evening, weekend, hybrid, and online. Various departments of the University publish tentative advance schedules to assist students in their planning for future terms. Every effort is made to implement the current and future schedules as published, but circumstances such as staffing, funding, enrollment, and program changes may result in some changes.

University Attendance Policy

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

No Show Policy

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

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

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

A student has the right to appeal the “no show” course cancellation. Appeals must be submitted by email to the dean or designee of the college no later than the last day of the third week of classes. The email must include the reason for not attending during the first two weeks of class and the Laker ID. Consideration will only be given if the student meets all of the following criteria.

- If previously enrolled, in good academic standing as defined in the Academic Standing section of the Catalog.
- Recommendation of the instructor for reinstatement into the course.

The Vice President for Enrollment Management has final authority for all appeal decisions involving the no-show policy.

Prerequisites and Corequisites

Many courses are listed as having prerequisites, corequisites, or absolute corequisites. Faculty members are not permitted to waive prerequisites or corequisites 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 corequisite requirements. However, this

computer blocking is not perfect, and students are personally responsible for complying with the prerequisites or corequisites 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 Academic Calendar (<https://www.clayton.edu/calendar>) 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.

Cross Registration in the Atlanta Regional Council for Higher Education

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

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.

Online Instruction

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

Courses offered via online instruction are identified in the Schedule of Classes each semester. Additional fees will accompany online courses.

Nature of Online Courses

Online courses are often attractive for students who cannot conveniently attend on-campus courses. Students can take all of their courses online for a given semester, or they can mix online and on-campus sections. It is important to keep in mind, however, that even though online courses offer

schedule flexibility, the total time commitment and academic expectation for an online course is the same as it is for a traditional on-campus class. Some courses are offered as "partial online," "web enhanced" or "hybrid," meaning that they mix online and on-campus components.

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

Registration for Online Courses

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

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

Course Materials

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

Getting Started in an Online Course

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

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

The instructor's e-mail address and information about orientation sessions are usually included with the appropriate course listing in the Clayton State Schedule of Classes or on the Online Instruction Website. If students have difficulty contacting their instructor using their Clayton State e-mail, they should call the college that offers the course:

- Arts & Sciences, (678) 466-4700;
- Business, (678) 466-4500;
- Health, (678) 466-4900;
- Information & Mathematical Sciences, (678) 466-4420.

Withdrawal from Courses

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

Students who wish to receive a grade of W (withdrawal) or, in certain circumstances, WF (withdrew failing) must act in accordance with the policies and procedures explained here, in the semester Schedule of Classes, and on the Registrar's Office withdrawal page (<https://www.clayton.edu/registrar/Withdrawal>).

Official Withdrawal Form Required

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

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

Withdrawal Before Midterm

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

Withdrawal After Midterm

As noted above, prior to midterm a student may withdraw for any reason whatsoever and receive a grade of W. However, withdrawal after midterm is subject to academic penalty (accountability) as follows: A student who completes the withdrawal process after the published midterm date for the term of enrollment will be automatically assigned a grade of WF (withdrew failing) unless a hardship exception is granted. A WF counts in GPA just like a grade of F.

Hardship Withdrawal Policies

A student desiring to be considered for a hardship withdrawal must complete the official withdrawal process and submit a Hardship Withdrawal Request Form to the dean of the school of the student's major. The Hardship Request form may be obtained from the Registrar online or in person (Edgewater Hall-239).

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

- Experienced an emergency or other unanticipated hardship that makes continuation in the course or courses ill-advised.
- Passing the course at the time the emergency or hardship arose.
- Acted responsibly by notifying his or her instructors or other University official about the hardship situation as soon as possible after it arose.
- Filed the hardship request with the appropriate dean as soon as it is feasible to do so. Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate.
- Withdraw from all classes.

- Hardship withdrawals will only be considered prior to the last day of class. You may not file a hardship withdrawal once final exams have begun.
- Submitted the hardship request form prior to the end of classes for which the hardship withdrawal is being requested. Requests for a hardship withdrawal will not be considered once final exams have started for the semester.
- Hardship withdrawals will only be considered for the current semester. You may not retroactively request a hardship withdrawal for a previous semester.

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

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

"Hardship" refers to an unexpected event or circumstance beyond the student's control that directly interferes with the student's ability to continue to make satisfactory progress in class(es). This generally includes, but is not necessarily limited to, serious illness or accident of the student or a close relative that requires the student's extended attention, unavoidable and unexpected job change or change of job assignment that conflicts with class, or significant disruption of family life that prevents regular class progress. The following sorts of cases do not constitute "hardship":

- getting behind in class due to taking on more than one can handle;
- doing poorly in class due to inadequate background, difficult material, or poor time management;
- taking extensive time away from class for a personal situation that could have been expeditiously handled with a minimum of class interference.

The dean may request documentation of the hardship.

Withdrawal From Learning Support Courses

All of the regulations listed above for withdrawing from any course also apply to Learning Support courses. In addition, regulations provide that a student required to take Learning Support courses may not withdraw from a Learning Support course and remain in any course numbered 1000 or higher.

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.

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

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

Undergraduate Specific Rules and Regulations

- Academic Advisement (p. 255)
- Declaring and Changing Majors (p. 255)
- Course Overload (p. 255)
- Required First Year Experience Program Policy (p. 255)
- Prior Learning Assessments (p. 255)
- Classification of Students (p. 257)
- Grading System (p. 258)
- Course Repeat Policy (p. 258)
- Grade and Academic Appeals (p. 259)
- Academic Standing (p. 259)
- Learning Support Requirements (p. 259)
- Academic Honors (p. 260)

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 Center for Advising and Retention (<https://www.clayton.edu/car>) or the appropriate faculty mentor.

Declaring and Changing Majors

Students must declare their major programs of study upon matriculation at Clayton State University. Major declarations must be filed with their Registrar by paper form or by online process via the DUCK using the SWAN portal. Students must meet with their advisors before changing majors to discuss any coursework requirements.

Course Overload

Students may schedule up to 18 hours per semester (13 in Summer) without special permission. A student who wishes to accelerate his or her

study by taking more than 18 hours (or 13 in Summer) up to a maximum of 24 hours in a semester must meet with their advisor and have a written overload request approved by the department chair or designee of the academic major. A student must have been at Clayton State University for at least two semesters and have achieved an overall B average before an overload will be approved, although the department chair or designee may make exceptions in special circumstances.

Required First Year Experience Program Policy

The First-Year Experience program is designed to introduce new students to the academic, social, and cultural community at Clayton State University. In an effort to help students adjust to college life and ensure success, first-time traditional students enrolling in 9 or more semester hours are required to enroll in CSU 1000 First Year Seminar. Students will have the opportunity to select from a variety of thematic CSU 1000 First Year Seminar sections in which students must earn a grade of a D or better.

Prior Learning Assessments

Clayton State University recognizes that learning can take place in a variety of settings other than the traditional classroom. Within guidelines established by the University, credit may be earned for some classes by examination or experience. These non traditional sources of credit include nationally recognized standardized tests, certain military training, selected professional certifications, and in some cases, special examinations or portfolio options developed at the University. Information about possible credit by examination or experience is available in the appropriate academic school.

Prior learning assessment (PLA) involves the recognition of credit worthy activities which include:

College Level Examination Program (CLEP)

Clayton State University awards credit for several CLEP subject examinations. Some programs may limit CLEP credit. (The University does not accept the CLEP general examination.) CLEP examinations are administered by the Testing Center approximately twice per month. Scheduled times and other information are available in the Center. Students should consult with their academic advisors before exam registration.

Foreign Language Achievement Testing Services (FLATS)

Clayton State University accepts the Foreign Language Achievement Testing Services (FLATS) credit from Brigham Young University for 59 other languages not covered by CLEP. See the Testing Center for details. Students should consult with their academic advisors before exam registration.

Advanced Placement Program of the College Board (AP)

Clayton State University accepts the following AP exams. Students seeking credit must have their official scores sent directly from the

College Board to the Office of the Registrar. (The University does not accept scores forwarded by high schools.)

AP Exam	Score	Course Credit	Credit Hrs
Art 2D Design	3-5	ART 1104	3
Art History	3-5	ART 2301 or ART 2302	3
Biology	3-5	BIOL 1111/ BIOL 1111L & BIOL 1112	7
Calculus AB	3	MATH 1113	3
Calculus AB	4-5	MATH 1501	4
Calculus BC	3	MATH 1501	4
Calculus BC	4-5	MATH 1501 & MATH 2502	8
Chemistry	3	CHEM 1151/ CHEM 1151L	4
Chemistry	4	CHEM 1211/ CHEM 1211L	4
Chemistry	5	CHEM 1211/ CHEM 1211L & CHEM 1212/ CHEM 1212L	8
Comparative Government & Politics	3-5	POLS 2401	3
Computer Science A or AB	3-5	CSCI 1301	3
English Lang/ Comp	3-4	ENGL 1101	3
English Lang/ Comp	5	ENGL 1101 & ENGL 1102	6
English Lit/Comp	3-4	ENGL 1101	3
English Lit/Comp	5	ENGL 1101 & ENGL 1102	6
Environmental Science	3-5	SCI 1901J	3
European History	3-5	HIST 1111 or HIST 1112	3
French Language	3	FREN 1001 & FREN 1002	6
French Language	4-5	FREN 1001, FREN 1002, & FREN 2001	9
Human Geography	3-5	GEOG 1000A	3
Macroeconomics	3-5	ECON 2105	3
Microeconomics	3-5	ECON 2106	3
Music Theory	4-5	MUSC 1011	3
Physics 1	3-5	PHYS 1111/ PHYS 1111L	4
Physics 2	3-5	PHYS 1112/ PHYS 1112L	4
Physics B	3-5	PHYS 1111/ PHYS 1111L & PHYS 1112/ PHYS 1112L	8

Physics C Mechanics	3-5	PHYS 2211/ PHYS 2211L	4
Physics C E&M	3-5	PHYS 2212/ PHYS 2212L	4
Psychology	3-5	PSYC 1101	3
Spanish Language	3	SPAN 1001 & SPAN 1002	6
Spanish Language	4-5	SPAN 1001, SPAN 1002, & SPAN 2001	9
Statistics	3-5	MATH 1231	3
US Government & Politics	3-5	POLS 1101	3
US History	3-4	HIST 2112	3
US History	5	HIST 2111 & HIST 2112	6
World History	3-5	HIST 1111 or HIST 1112	3

Credit by examination or experience may be available for a number of other programs, including the following:

- As a Servicemembers Opportunity College (SOC) institution, Clayton State accepts Armed Forces training (including DANTES and USAFI). The University consults the American Council on Education (ACE) *Guide* and considers its credit recommendations. Clayton State University, however, reserves the right to determine the appropriateness of military training for credit at the University. Students seeking credit for Armed Forces experience and training must supply documentation to the Office of the Registrar for evaluation.
- In certain instances, credit by examination is available through validation of previous registered nursing experience and nursing specialty certification. Additional information can be obtained through the School of Nursing).
- Other Clayton State programs may develop validation examinations and procedures in order to grant credit for competencies learned in non-academic courses.

All credit awarded for prior learning must meet the academic standards and policies of Clayton State University, the University System of Georgia (USG), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). As with all curricula, the development and oversight of all PLA options will be the responsibility of the academic department for the course for which credit is awarded, under the oversight of the corresponding college or school, university faculty committees, and the Vice President for Academic Affairs.

The following regulations apply to credit by examination or experience:

1. Credit by examination or experience may be awarded only in areas that fall within the regular curricular offerings of the University, and any credit awarded must be appropriately related to the student's current educational goals.
2. A student must meet all prerequisites for a course before credit by examination or experience can be awarded for that course.
3. All PLA's must have outcomes that align with the Clayton State course for which the student is awarded credit.
4. PLA for knowledge gained through learning using alternative methods (experiential or online) will be evaluated for possible credit by

examination by the appropriate academic department. Acceptable methods for awarding credit in these cases are using CLEP, ACE, AP, FLATS, USAFI, DANTES, or challenge exams for existing courses. These must be approved by the academic department for the course being approved and by their college/school.

5. Transfer PLA courses that do not have a Clayton State equivalent must have learning outcomes of courses that are widely included within the same major by peer institutions. Such decisions must be approved by the academic department for the course being approved and their college/school.
6. PLA credit that is not transfer credit from a college or university (e.g. ACE, Dantes) may be awarded for a course not offered by CSU if the learning outcomes align with the outcomes of courses that are widely included within the same major by peer institutions. Such decisions must be approved by the academic department for the course being approved and their college/school.
7. The format and guidelines for new portfolio PLA options proposed by academic departments must be approved by the Academic Policies Committee (APC) and Faculty Senate. Once a PLA format is approved, its application to individual courses will be approved by the academic department and their college/school.
8. Nationally recognized, standardized PLA options (e.g. CLEP) and institutionally recognized challenge exams must be utilized before academic departments develop additional individualized assessments such as a portfolio option. Exceptions to this standard must be approved by the APC and the Faculty Senate.
9. No more than 36 hours of PLA credit can be earned.
10. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded. The fee for departmental challenge exams should be the same as fees for CLEP exams. The fee for portfolio assessments should be the same as the fee charged by the USG Adult Learning Consortium. Exceptions to these fees must be approved by the Academic Policy Committee and the Faculty Senate. Students should contact the testing center or appropriate departments for associated fees.
11. Credit by examination or experience is not awarded for any course for which the student has previously earned credit or for which the student has already completed a higher course in sequence. (For example, a student with credit for MATH 1113 Pre-Calculus could not earn credit by examination for MATH 1101 Intro to Mathematical Modeling. The only routine exception to the sequence rule is for required courses in which a C or K or better is required for graduation. In such cases, a student may use credit by examination to override a D in the first course of a sequence.) All other exceptions must be approved by the academic department for which credit will be awarded.
12. Although appropriate credit earned by examination or experience may be applied to meet graduation requirements, such credit may not be used to meet the minimum number of hours required "in residence" at Clayton State University. This regulation applies even if the credit by examination or experience is earned at the same time that the student is in residence for other courses.
13. Credit by examination or experience is recorded on transcripts at Clayton State University by the symbol K. Grades of K do not alter the student's semester, Regents', or Institutional Grade Point Average (GPA).

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 Office of the Registrar) and obtain approval. The transient request must be approved by the dean of the school offering the major and by the Office of the Registrar. Approval or disapproval is based on the administrator's judgment of the appropriateness to the student's academic program and availability of the course being offered at Clayton State. Ordinarily, transient status is granted for only one semester although exceptions may be approved in special circumstances.

Students who are required to participate in the Learning Support Program are not eligible for transient status until all program requirements have been completed. Students on F 1 visas are not eligible for transient status.

Credit for Career Courses

Typically, career associate degrees include approximately 35-45 semester credit hours (or equivalent) of career related courses in addition to general education (Areas A-E). Clayton State will award up to 38 hours of transfer credit for the career courses taken subject to the following considerations:

1. Students whose career associate degrees include *fewer* than 38 hours of program specific courses will need to make up the difference with additional program related lower division courses at Clayton State. (A maximum of 38 hours of career courses will be applied to the B.A.S. degree regardless of the number of hours actually taken.)
2. English courses lower than Business English and mathematics courses lower than Applied Technical Math (or equivalent) will *not* count in the 38-hour career core.
3. Sometimes career courses can also count in Areas A-E. Students should be aware that such courses cannot be counted in two places, so if a career course is applied to Areas A-E, then the student may be required to take additional career work to equal 38 semester credit hours. (See item c. In Notes on Areas A-E.)
4. For transfer students, career courses may be entered on the transcripts with a technology course prefix (TECH).
5. Transfer students may be required to provide official course descriptions or other documentation of course content to facilitate determination of equivalency.

Classification of Students

Class standing will be determined at the end of each academic semester on the basis of course credits completed. Courses numbered 0099 or less are not included in the count of credits that determine a student's classification. The classification scale is:

Class	Credit Hours
Freshman	0-29 semester credit hours earned
Sophomore	30-59 semester credit hours earned

Junior	60-89 semester credit hours earned
Senior	90 or more semester credit hours earned

Senior classification is based on hours only and it is not necessarily a reflection on how close the student is to completing his/her current major.

Grading System

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

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

Grade Symbol	Numerical Equivalent
A: Excellent	4.00
B: Good	3.00
C: Satisfactory	2.00
D: Minimum passing	1.00
F: Failure	0.00
WF: Withdrew, failing	0.00

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

- **S/U — Satisfactory/Unsatisfactory.** 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. Hours earned with a grade of U may not count toward graduation and will not affect grade point average.
- **I — Incomplete.** Indicates that a student was doing satisfactory work, but due to non academic reasons beyond the student's control, the student was unable to meet the full requirements of the course. The I is appropriate only when the unfinished requirements can be clearly delineated and constitute a relatively small part of the course; otherwise withdrawal is appropriate. It is the responsibility of the student to initiate the request for an I by contacting the relevant instructor, department head, associate dean, or dean in a timely manner before the end of the term or session. The assignment of an I requires the written approval of the dean or associate dean of the school. To remove an I and convert it to a grade, the student must contact the instructor (or department head or associate dean or dean if the instructor is unavailable) in a timely manner and arrange to complete the course requirements. (An individual who has an I pending but is not otherwise enrolled may not retain possession of University-owned equipment, and the individual has access to campus facilities and services only to the extent necessary to complete course requirements.) *A grade of I that is not converted to another grade during the next semester of attendance or within one calendar year (whichever comes first) will automatically be changed to the grade F.*
- **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).
- **IP — In Progress.** This applies only to Learning Support courses. The student is required to repeat the course. A grade of IP counts as an attempt for purposes of Learning Support suspension.
- **NR — Not Reported.** This symbol indicates a grade was not reported to the Office of the Registrar. It is a temporary grade and will be changed by the Registrar upon certification of actual grade by the appropriate dean or associate dean.

Grade Point Average (GPA)

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

Course	Semester Credit Hours	Grade	Numerical Equivalent	Quality Points ¹
ENGL 1102	3	B	(3)	09
MATH 1231	3	C	(2)	06
PSYC 1101	3	A	(4)	12
BIOL 1111/L	4	C	(2)	08
HIST 2111	3	D	(1)	03
Totals	16			38

¹ Quality Points = Credit Hours x Numerical Grade Equivalent

$38 \div 16 = \text{Grade Point Average of } 2.37$

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

1. Regents' Grade Point Average

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

2. Institutional Grade Point Average

The Institutional Grade Point Average is the average of the grades in the *most recent attempts* of all courses (numbered 1000 or higher which have numerical equivalents) attempted at Clayton State University. Institutional GPA is used to determine the following:

- academic standing (good standing, probation, suspension, and dismissal); and
- eligibility for graduation.

Course Repeat Policy

A student can repeat a course and earn a satisfactory grade without limit. All course attempts are recorded on the transcript, but only the most recent attempt for credit will count toward graduation and be included in the institutional GPA. This policy provides an opportunity for a student to raise his or her GPA by re-taking a course and earning a higher grade, but students must be aware that the most recent grade will count even if it is lower. Different policies apply for students using financial aid. If you are repeating a course please ensure that you understand the impact on your financial aid.

Grade and Academic Appeals

A grade appeal can be filed if a student feels that their grade was reported incorrectly due to a miscalculation, did not follow the grading method contained in the syllabus, or was reported wrong during the grade reporting period. Students wishing to file an appeal of a grade must:

1. First attempt to work out the matter informally with the appropriate instructor (if applicable).
2. 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.
3. Students may appeal the school/department-level response by submitting a written statement to the Office of the Provost.

Appeals initiated more than one semester following the time that the dispute arose will not be considered.

Academic Standing

Good Standing

A minimum institutional GPA of 2.0 is necessary to be in good academic standing at Clayton State University. The academic standing of students who are required to take one or more Learning Support courses also depends on making adequate progress in those classes. Students should be aware that their financial aid status differs from their academic standing.

Academic Warning

Students whose institutional GPA falls below the minimum acceptable GPA of 2.0 are placed on academic warning. Clayton State University has several offices specifically designed to support students' academic success. Students on academic warning are encouraged to contact their academic advisors, the Center for Academic Success, and/or Counseling and Psychological Services to receive information and assistance. Students on academic warning are restricted to taking 13 credit hours or less.

Academic Probation

While on academic warning, students whose term GPA falls below the minimum acceptable GPA of 2.0 are placed on academic probation. Students on probation must contact their academic advisors, the Center for Academic Success, and/or Counseling and Psychological Services to receive additional information and assistance. Students on academic probation are restricted to taking 13 credit hours or less. In addition, students on probation, especially those on probation for the first time, may be required to attend workshops or meet with a special academic advisor.

Academic Suspension

Students are placed on academic suspension when, while on probation, they earn a term and institutional GPA that is less than 2.0. Academic suspension prevents students from enrolling for one semester. Students who are suspended should develop a concrete plan for academic

success in consultation with their advisor. In order to resume taking classes, students must submit an application for readmission and a written appeal for reinstatement to the Readmission Appeals Committee through the Registrar's Office. 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 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 2.0 until they achieve good academic standing. Students who are reinstated following suspension may be required to meet with a special academic advisor.

Dismissal

Students are dismissed from the university when they have been suspended previously and in any subsequent term their term and institutional GPAs are both below a 2.0. Any student who is dismissed is prevented from enrollment at the university. However, after one full calendar year, a dismissed student may petition for readmission. A student seeking readmission following dismissal must complete a Clayton State University Application for Readmission and a Readmission Appeal form. The appropriate forms and all documentation must be submitted to the Registrar's Office by the published deadlines. It is expected that a student who is applying for readmission following dismissal will have resolved the problem(s) that led to the dismissal and be able to provide compelling evidence of the ability to earn a degree at Clayton State University. Such evidence should include college level coursework or degrees completed at other institutions. If readmission is granted, enrollment will be on a restricted basis. Students readmitted following dismissal will be dismissed permanently if their term and Institutional GPA fall below a 2.00 again. Students who are reinstated following their first dismissal may be required to meet with a special academic advisor.

Learning Support Requirements

Learning Support courses are *not* applicable to any degree programs offered by the University; however, they do constitute co-requisites.

Students in the limited and nontraditional student admission categories must take the entry examination to determine whether they will be admitted to Clayton State and required to take Learning Support courses in English and/or mathematics.

Students who score high enough on the placement examination will be exempt from some or all Learning Support courses; students whose scores indicate the need for pre-college coursework will be required to take the appropriate courses. Any combination of the following courses may be required:

Code	Title	Credit Hours
ENGL 0999	Support for Engl. Composition	1
MATH 0998	Support for Math Modeling	1
MATH 0999	Support for College Algebra	1

Students required to enroll in, MATH 0998 Support for Math Modeling or MATH 0999 Support for College Algebra after taking the math placement test will not be classified as Learning Support students; therefore, will not be required to adhere to Learning Support regulations.

Learning Support Regulations

Students who are required to take Learning Support courses are subject to the following regulations:

1. During each semester of enrollment, students must first register for all required Learning Support courses before registering for other courses (if allowed). This policy applies to both full- and part-time students.
2. Students who are required to take Learning Support courses must complete all required Learning Support content areas (English, mathematics) before they earn 30 semester hours of graduation applicable credit. Students who have not done so by that point may only enroll in Learning Support courses with the paired Area A course until they exit Learning Support.
3. Students required to take Learning Support courses may not drop or withdraw from Learning Support foundations courses while also remaining in any course numbered 1000 or higher. If a student is enrolled in one of the support courses (ENGL 0999 Support for Engl. Composition, MATH 0998 Support for Math Modeling, or MATH 0999 Support for College Algebra) and the Area A courses, he/she must withdraw from both of the paired courses.

Academic Honors

The Honors Program

A limited number of qualified students are admitted to the Clayton State University Honors Program, which offers special sections of classes and other activities.

Deans’ List

A student with a semester average of 3.60 or higher with a minimum of nine credit hours who is in good academic standing will be placed on the Deans’ List for that semester. Courses must count toward degree. Courses with a Pass/Fail grade are not eligible for the Dean’s List. Students who are taking any course numbered lower than 1000 are ineligible for the Deans’ List.

Graduation With Honors

To qualify for graduation with honors, students must meet the following requirements:

1. attain the Regents’ Grade Point Average specified for the given level of honors on all work attempted at Clayton State University; and
2. attain the grade point average specified for the given level of honors on the Regents’ Grade Point Average calculated on all college courses attempted at Clayton State and all other institutions attended, including accepted and non accepted transfer credit.

Honor	GPA
Baccalaureate Degree	
Summa cum laude	3.90 - 4.00
Magna cum laude	3.70 - 3.89
Cum laude	3.50 - 3.69
Associate Degree	
High Honors	3.75 - 4.00
Honors	3.50 - 3.74

Graduate Specific Rules and Regulations

- Academic Advisement (p. 260)
- Full-Time Course Load (p. 260)
- Half-Time Course Load (p. 260)
- International Student Course Load (p. 260)
- Course Overload (p. 260)
- Grading System (p. 261)
- Course Repeat Policy (p. 261)
- Policy on Transfer Credit at the Master’s Level (p. 261)
- Academic Progression (<https://catalog.clayton.edu/rules-regulations/graduate-specific-rules-regulations/academic-progression>)
- Final Examinations (p. 262)

Academic Advisement

Academic advisement is an essential component of an education at Clayton State University, and the university is committed to providing the individual advice and assistance that students need at every step of their degree programs. All graduate students are advised in their respective departments. All graduate students are advised in their respective departments.

Full-Time Course Load

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

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

Half-Time Course Load

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

International Student Course Load

International graduate students on an F-1 or J-1 visa are required to carry a full-time course load of nine (9) credit hours during fall and spring terms and six (6) credit hours during the summer term. These hours cannot be fully or partially online.

Course Overload

Students in all programs may schedule up to nine (9) hours of course credit per semester without special permission. Some graduate programs permit students to take as many as twelve hours without special permission. A student who wishes to register for a course load exceeding

the maximum permitted load in his or her program of study must submit a written overload request to the program director for approval by the Dean of the School of Graduate Studies. In general, a student must have been at Clayton State University for at least one semester and have achieved an overall B (GPA 3.0) average before an overload will be approved although the Graduate Dean may make exceptions in special circumstances.

Grading System

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

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

Grade Symbol	Numerical Equivalent
A: Excellent	4.00
B: Good	3.00
C: Satisfactory	2.00
D: Minimum passing	1.00
F: Failure	0.00
WF: Withdrew, failing	0.00

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

- **S/U — Satisfactory/Unsatisfactory.** 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. Hours earned with a grade of U may not count toward graduation and will not affect grade point average.
- **I — Incomplete.** Indicates that a student was doing satisfactory work, but due to non academic reasons beyond the student's control, the student was unable to meet the full requirements of the course. A grade of I is appropriate only when the unfinished requirements can be clearly delineated and constitute a relatively small part of the course; otherwise withdrawal is appropriate. It is the responsibility of the student to initiate the request for an I by contacting the relevant instructor, department head, associate dean, or dean in a timely manner **before the end of the term or session**. The assignment of an I requires the written approval of the dean or associate dean of the school. To remove an I and convert it to a grade, the student must contact the instructor (or department head or associate dean or dean if the instructor is unavailable) in a timely manner and arrange to complete the course requirements. (An individual who has an I pending but is not otherwise enrolled may not retain possession of University-owned equipment, and the individual has access to campus facilities and services only to the extent necessary to complete course requirements.) *A grade of I that is not converted to another grade during the next semester of attendance or within one calendar year (whichever comes first) will automatically be changed to the grade F.*
- **W — Withdrew.** Indicates that a student withdrew before midterm or withdrew after midterm but with hardship approval.
- **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.
- **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.

Course Repeat Policy

A graduate student can repeat a course and earn a satisfactory grade. All course attempts are recorded on the transcript, but only the most recent attempt for credit will count toward fulfillment of the graduate degree program and be included in the institutional GPA. This policy provides an opportunity for a student to raise their GPA by re-taking a course and earning a higher grade, but students must be aware that the most recent grade will count even if it is lower. Courses in which a grade that is less than C (i.e., D, F, WF, or U) is earned will not count toward the fulfillment of the respective degree requirements. With the exception of a grade of U, grades less than C will also count for GPA calculation purposes. Courses in which grades of D, F, WF, and U are earned must be repeated.

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 degree programs requiring less than 39 total credit hours of coursework. Programs requiring more than 39 hours of course work may allow up to nine (9) credits to transfer.
- Course credit used to satisfy the requirements of one Clayton State degree cannot be used to satisfy the requirements of another degree.

An Application for Transfer of Graduate Credit must be completed no later than the end of the first semester of attendance 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 the School of Graduate Studies 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.

Final Examinations

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

- If a final examination was rescheduled and thereby created a “cluster,” the instructor of the rescheduled examination will provide a special administration for the adversely affected student.
- If one or more of the clustered examinations is a “common examination” with an established conflict resolution time, the student will request to resolve the conflict by taking one of the common examinations in the conflict resolution time. If two or three of the examinations are “common examinations” the student may request which “common examination” is to be rescheduled.
- If one of the clustered examinations is not a common examination or the result of rescheduling, the student will request to reschedule the examination(s) scheduled as the middle examination(s). Except in extraordinary circumstances, the instructor is expected to cooperate.

If the student is unable to arrange for one of the examinations to be rescheduled, the student is to request assistance from the Graduate Program Director. The student’s dean (or designee) in consultation with the dean(s) (or designee(s)) of the courses involved will designate the examination to be rescheduled. Once a student has taken an examination, he or she cannot request a re-examination on the basis of this policy.

ACADEMIC PROGRESSION

Academic Standing

Graduate students are expected to maintain Good Academic Standing throughout their matriculation in their graduate program. Good Academic Standing at Clayton State University is defined as a minimum institutional graduate GPA of 3.0.

Academic Probation

Graduate students whose institutional GPA falls below the minimum acceptable GPA of 3.0 are placed on Academic Probation. Students on Academic Probation are restricted to taking six (6) credit hours or less for a minimum of one semester and until the institutional GPA is raised to a minimum of 3.0. Students on Probation must contact their Graduate Program Director to receive information and assistance on their continuation in graduate study. In addition, students on probation, especially those on probation for the first time, may be required to develop a remediation plan for continuing in graduate school. International students who fall below an institutional GPA of 3.0 risk losing their F-1 or J-1 active immigration status.

Students who are on Academic Probation who earn a term GPA of 3.0 or higher and raises his or her institutional GPA to a 3.0 or higher will return to Good Academic Standing.

Students who are on Academic Probation whose term GPA is 3.0 or higher, but whose institutional GPA remains below 3.0, will remain on Academic Probation.

Students who are on Academic Probation who earn a term and institutional GPA below 3.0 will be excluded for one term (see Academic Suspension below).

Academic Suspension

Graduate students who are on Academic Probation and earn a term and institutional GPA that is below 3.0 are placed on Academic Suspension. Academic Suspension bars students from enrolling for one semester. Students who are suspended are required to develop a concrete plan for academic success in consultation with their Graduate Program Director/Coordinator. Reinstatement is not automatic.

To be reinstated a student must submit (1) an Application for Graduate Re-Entry to Graduate Enrollment Services; and, (2) a remediation plan for future academic success to the Graduate Program Director/Coordinator of the program in which the student is seeking readmission. All information should be submitted by the admission deadline for the semester in which the student seeks to resume coursework.

Students who are reinstated will be on Academic Probation, will be restricted to six (6) credit hours, and must continue to maintain a minimum term GPA of 3.0 until they achieve Good Academic Standing. For those reinstated, in consultation with their Graduate Program Director/Coordinator, the Dean of the School of Graduate Studies may impose additional restrictions such as, students may be required to enroll in specific courses, and/or participate in structured academic support programs.

Academic Dismissal

Graduate students will be dismissed from graduate study when their institutional is below 3.0 for two consecutive terms of enrollment.

Students will also be dismissed from graduate study if their term GPA is below 3.0 following reinstatement from Academic Suspension.

Program Specific Progression and Dismissal Policies

Individual graduate programs may have additional academic progression and dismissal policies. Check the graduate program handbook for your program at: <https://www.clayton.edu/graduate/graduate-studies/current-students/academic-policies>

STUDENT HANDBOOK

- Student Policies (p. 263)
- Student Resources and Services (p. 282)

Student Policies

- Academic Honesty (p. 281)
- ADA Appeals and Grievances (p. 279)
- Cheating on Examinations (p. 282)
- Children on Campus Policy (p. 280)
- Code of Conduct (p. 263)
- Disciplinary Procedures (p. 270)
- Evidence and Burden of Proof (p. 282)
- Falsification (p. 282)
- Graduate Academic Appeals Process (p. 278)
- Multiple Submissions (p. 282)
- Plagiarism (p. 281)
- Student Complaint Policy (p. 277)
- Unauthorized Collaboration (p. 282)

Code of Conduct

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

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

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

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

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

Violators may be accountable to both civil and criminal authorities and to the University for acts of misconduct, which constitute violations of this Code. Disciplinary action at the University may proceed during the pendency of other proceedings at the discretion of University officials. Sanctions may be imposed for acts of misconduct, which occur on University property or at any University sponsored activity. **As further**

prescribed in these rules, off-campus conduct may also be subject to discipline.

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

The University maintains the right to amend its rules and to make such amendments effective immediately upon appropriate public notification of students. The most current version of the Student Code of Conduct may be found online (<https://www.clayton.edu/Portals/47/docs/student-code-of-conduct.pdf>).

Academic Conduct Regulations

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

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

1. Disruption of the Learning Environment

Behavior which disrupts the teaching-learning process during class or class related activities will not be tolerated. This includes but is not limited to belligerent, abusive, profane, distracting and/or threatening behavior. More subtle forms of behavior may also negatively impact the teaching-learning process and in some cases, may significantly impact the instructor's ability to conduct the class. Possible examples (as deemed appropriate by each individual instructor as they establish their own unique learning environments) are listed in the Possible Examples of Disruptive Behavior (p. 264) section below and include but are not limited to: inappropriate attire, eating during class time, and unwillingness to participate in educational activities. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class (see Faculty Responsibilities (p. 264)).

A student who is dismissed is entitled to due process and will be afforded such rights. Students should review the Procedures for Adjudicating Alleged Academic Conduct Infractions (<https://catalog.clayton.edu/student-handbook/student-policies/code-conduct/academic-conduct/student-handbook/student-policies/disciplinary-procedures/procedures-adjudicating-alleged-academic-conduct-infractions>) following any dismissal for academic misconduct. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

2. Giving or Receiving Unauthorized Assistance

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

3. Unauthorized Materials or Equipment

- No student will take or attempt to take, steal, solicit, or otherwise procure in an unauthorized manner any material pertaining

to the conduct of a class, including but not limited to tests, examinations, laboratory equipment and grade books.

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

4. **Furnishing Unauthorized Exam Information or Materials**

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

5. **Plagiarism and Misrepresentation of Work**

- a. No student will represent the work of others as his or her own. Themes, essays, term papers, tests, presentations and other similar assignments must be the work of the student submitting them. When direct quotations are used, they must be indicated with quotation marks and when the ideas of another are incorporated, they must be appropriately cited.
- b. No student will submit the same assignment for two courses without the prior consent of the instructor.

6. **Violating Testing Rules and Procedures**

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

7. **Falsification & Fabrication**

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

Possible Examples of Disruptive Behavior

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

1. **Non-Permitted Communication during Classroom Instruction**

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

2. **Excessive Communication during Classroom Instruction**

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

3. **Overt Inattentiveness**

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

4. **Personal Attacks**

- Engaging in abusive or mean-spirited criticism of another student or an instructor

- Questioning an instructor's authority in front of the class
- Continuing to insist on speaking with an instructor during classroom instruction

5. **Threatening Behaviors**

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

6. **Other Distracting Behaviors**

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

Faculty Responsibilities

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

Faculty should state in writing CSU's Academic Conduct Regulations regarding disruptive student behavior and any other course policies in their syllabi. Faculty should clarify the definition of student misconduct, citing specific examples of misconduct that would result in disciplinary action. Disruptive behavior includes but is not limited to intoxication, belligerent, abusive (physically or verbally), profane, distracting, and/or threatening behavior. More subtle forms of behavior may significantly impact the instructor's ability to conduct the class and may negatively impact the teaching-learning process. Some examples include: inappropriate attire, eating during class time, and unwillingness to participate in educational activities, etc. A more comprehensive list of specific example behaviors can be found in the *Examples of Disruptive Behavior Section* (p. 264). Any statement beyond the above regarding disruptive behavior should be clarified in course documents including the syllabus.

Faculty should also provide students with an opportunity to get clarification regarding any course policies related to academic conduct in the classroom..

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

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

A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from a course for the remainder of the semester. A student is entitled to due process (see "Conduct Process (<https://catalog.clayton.edu/student-handbook/student-policies/code-conduct/academic-conduct/student-handbook/student-policies/disciplinary-procedures/overview-conduct-process>") and will be afforded such rights, as soon as possible, by the processes described within the student handbook and student policies documents. If found in violation of the Student Code of Conduct, a student may, in addition to other outcomes, be administratively withdrawn from the course and may receive a grade of WF.

General Conduct Regulations

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

1. Damage to Property/Vandalism

Damage to Property

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

Vandalism

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

2. Deception

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

3. Disorderly Assembly

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

4. Disorderly Conduct

- a. All lewd, obscene, indecent behavior, or other forms of disorderly conduct on University property or at any function sponsored or supervised by the University is prohibited. This includes belligerent, abusive, profane, and/or threatening behavior, and conduct which is patently offensive to the prevailing standards of a college community, but should not be interpreted as an infringement on the First Amendment rights of individuals.
- b. The abuse or unauthorized use of sound amplification equipment indoors or outdoors during classroom hours is prohibited.
- c. No student will threaten to, or purposefully, push, strike, or physically assault any member of the faculty, administration, staff, or student body, or any visitor to the campus.
- d. Substantial disruption of University/College operations including obstruction of teaching, research, administration, other University/College activities, and/or other authorized non-University/College activities which occur on campus is prohibited.
- e. No student will enter or attempt to enter any University-sponsored event without credentials for admission as established by the sponsors. At such University functions, students must present proper credentials to properly identified University officials upon request.

5. Gambling

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

6. Theft

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

7. Unauthorized Entry or Use of University Facilities/Equipment

- a. No student will make unauthorized entry into any University building, office, grounds or other facility nor will any person remain without authorization in any building after normal closing hours.
- b. No student will make unauthorized use of any University facility or equipment. Authorization of the use of University facilities/equipment may be withdrawn or otherwise restricted at any time.

8. Misuse of Computer Equipment

- a. No student may use University-owned computer equipment unless authorized to do so. All users must abide by the regulations regarding authorization, priority of use, computer access and the basic rules of courtesy. (See Computer & Network Use Policy (<http://www.clayton.edu/oits/Usage-Policy>) for more information). Users agree to not take any action considered as inappropriate behavior including, but not limited to the following:
 - i. Intentionally infecting network servers or other computers with a virus

- ii. Connecting networking equipment including, but not limited to servers, routers, hubs and switches, and wireless access points to the campus network without written authorization from the Office of Information Technology and Services
 - iii. Sending harassing messages to other computer users either at CSU or through external networks
 - iv. Using inappropriate, offensive, or abusive language to other users within the CSU network, or through external networks
 - v. Tampering with or modifying accessed equipment
 - vi. Causing intentional damage to computer systems
 - vii. Obtaining additional resources not authorized to the individual user
 - viii. Depriving other users of authorized resources
 - ix. Acquiring access to unauthorized systems
 - x. Utilizing another user's account and password
 - xi. Broadcasting non-business-related email to CSU faculty, staff and students (including but not limited to "For Rent/Sale" and personal notes to the campus)
 - xii. Broadcasting unsolicited email and e-mail that is in violation of the CAN-SPAM act of 2003 (<http://www.law.cornell.edu/uscode/text/15/chapter-103>)
- b. No student may in any way abuse or misuse computer files or gain access to unauthorized computer files. Georgia Code 89-9903 on "Stealing, altering, etc. of public documents," states that "No person shall steal...alter...or void any record." The Code defines record to include "audiovisual material in any format, magnetic or other tapes, electronic data processing records." Violation of this law is considered a felony and punishable by incarceration of two to ten years.

9. Tobacco

- a. Use of all forms of tobacco products on all property owned, leased or rented by the University is prohibited. "Tobacco Products" is defined as cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco such as hookahs or simulate the use of tobacco such as electronic cigarettes. For more information see Board of Regents Policy Manual Section 6.10 (<https://www.usg.edu/policymanual/section6/C2663>)

10. Misuse of Alcohol and Other Drugs

Clayton State University generally prohibits the possession or consumption of Alcoholic beverages on the Clayton State University Campus or any area affiliated with Clayton State University. Exceptions to the policy of prohibited alcohol on campus may from time to time be permitted at the discretion of the University President, and **limited exceptions to this policy within the Laker Village Apartments by those over the age of 21 (see Laker Village Alcohol Policy (p.) below).**

- a. Possession and/or consumption of alcoholic beverages where prohibited on the Clayton State University campus or other areas affiliated with Clayton State University is prohibited.
- b. Furnishing of alcoholic beverages on the Clayton State University campus or any area affiliated with Clayton State University is prohibited.
- c. Possession and/or use of illegal drugs (without a valid medical prescription) controlled by federal or Georgia law is prohibited.
- d. Possession of drug related paraphernalia on the Clayton State University campus or any area affiliated with Clayton State University is prohibited.

- e. The manufacture or attempt to manufacture, sale or intent to sell or deliver any illegal substance controlled by federal or Georgia law is prohibited.
- f. Public intoxication (http://en.wikipedia.org/wiki/Alcohol_intoxication) is prohibited.
- g. Driving under the influence of alcohol or illegal drugs is prohibited.

Note: Students found to be in violation of the drug policy will be subject to the Drug-Free Post-Secondary Education Act of 1990.

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

11. Weapons, Firearms, and Explosives

- a. No student may carry or possess any weapon or any other lethal or potentially destructive device or weapon on the University campus and/or property owned by the University, except as expressly permitted in O.C.G.A. 16-11-127.1. This includes, but is not limited to, bows and arrows, BB guns, air guns, hunting slingshots, martial arts weapons, knives and darts.

Note: The only persons exempted from this policy are those specifically identified in either O.C.G.A. Section 16-11-127.1(c) or in O.C.G.A. Section 16-11-130. For more information, please see <http://www.clayton.edu/public-safety/Safety-Security/Weapons>.

- b. No student will possess, sell, furnish or use any incendiary device or poisonous, corrosive, or volatile substances, without proper authorization on campus. If such items are required for academic course work, they must be stored in facilities designated for storing such substances.

12. Fire Safety/Emergency

- a. No student will fail to evacuate a building or refuse to respond immediately to a fire alarm.
- b. No student will make a false report or trigger any device for the purpose of creating a false fire alarm.
- c. No student will operate, tamper with, discharge or remove any fire extinguishing equipment, exit sign, smoke detector, AED (http://en.wikipedia.org/wiki/Automated_external_defibrillator), evacuation or medical equipment without proper authorization.
- d. No student will intentionally set or cause to be set any unauthorized fire.

13. Harassment, Stalking & Sexual Misconduct

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

- a. **Harassment** is prohibited and includes, but is not limited to, the following:
 - i. any act of intimidation, physical violence, or threat of physical violence directed to another person in any manner, including any terroristic threats;
 - ii. intentionally and/or repeatedly following or contacting another person in a manner that intimidates, harasses, or places another in fear of their personal safety or that of their property;
 - iii. any behavior that is threatening or intimidating on the basis of age, ethnicity, gender, disability, national origin, race, religion, sexual orientation, veteran status.
- b. **Stalking** is prohibited and is defined as repeatedly contacting another person when:
 - i. The contacting person knows or should know that the contact is unwanted by the other person; and
 - ii. The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life. As used in this subsection, "contacting" includes but is not limited to communicating with or remaining in the physical presence of the other person.
- c. **Sexual Misconduct** is prohibited. This is defined as behavior directed toward an individual which:
 - i. Constitutes conduct of a sexual nature that threatens physical harm, endangers the health and safety of any person, or that which a reasonable person would know was unwanted and would cause emotional distress, and/or,
 - ii. Interferes with an individual's ability to perform at the University academically or socially.

14. Failure to Comply

- a. Failure to comply with the directions of University or public officials acting in the performance of their duties on University-owned or controlled property or at University-sponsored or supervised activities when such conduct constitutes a danger to personal/public safety or property is prohibited.
- b. No student will fail to report for a conference, meeting or appointment with any University official.
- c. No student will fail to appear as a witness in a judicial case when properly notified.
- d. Failure to comply with the terms of any disciplinary sanction imposed in accordance with the Student Conduct Code or a University Hearing Authority is prohibited.
- e. Failure to comply with any established University policy is prohibited.

15. Hazing

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

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

16. Littering

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

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

Laker Village Alcohol Policy

Clayton State University insists that students residing in Laker Village who choose to consume alcohol do so in a responsible and legal manner. Students are expected to observe all applicable Georgia State laws as well as local ordinances related to purchasing, possession and consumption of alcoholic beverages. Violations of applicable laws or university policies pertaining to alcohol may subject students to University disciplinary action and potential legal penalties.

A student's or guest's consumption of alcohol shall neither infringe upon the privacy, peace or enjoyment of other students or guests nor should it infringe upon the educational mission of the University.

Laker Village Alcohol-use Requirements

1. Alcohol may not be possessed or consumed in an apartment suite where all residents are under the age 21.
2. For alcohol to be present in the shared areas of an apartment unit (kitchen, living room, hallways), all residents must be 21. If all residents are not 21 or older, the alcohol must be stored and consumed within the resident's room.
3. All alcoholic beverages must be in single serving containers. Students are limited to two (2) 6 packs of beers (total 12 beers) OR 1 liter of hard alcohol OR 1.5 liter of wine per resident in the apartment unit or suite. Common alcohol containers including, but not limited to, kegs, beer balls, hunch-punch, trash cans and ice luges are prohibited. Prohibited items will be confiscated at the owner's expense.
4. Alcohol may not be possessed or consumed in public or residential facility common areas. Public areas include outdoor areas, patio, balconies, breezeways, stairways and hallways. Common areas of an apartment suite include the kitchen, living room and hallways. Alcohol must be consumed within apartments with the apartment door closed (i.e. the door should not be propped). When an apartment door is open, it is considered a public area.
5. Drinking games and any items designed for or manipulated to promote the rapid consumption of alcohol are prohibited. This includes, but is not limited to, beer pong, funnels, quarters, and altered board games.

6. Alcohol beverage containers, whether empty or full, are not to be displayed in areas of the campus including apartment suites, individual rooms, public areas and windows.
7. Students influenced by alcohol are fully responsible for their actions and that of their guest(s).

University Housing Policies

Student Responsibilities

Violations of any of the following provisions may result in fines, sanctions, probation, termination, or suspension from Clayton State University Housing Office, or any combination of the above.

1. Damages

- a. The Student is individually responsible for the cost of cleaning, replacement or repair of any breakage or damage within his or her room/apartment suite.
- b. The Student is jointly responsible for the cost of replacement or repair of any breakage or damage in the common areas within his or her assigned hall/wing or apartment suite. Charges will be equally assessed upon each member of the assigned room, hall/wing, or apartment in which the Student resides in the event the responsible person remains anonymous (collective liability).
- c. The Student is responsible for the condition of the room/apartment suite and all furnishings which are assigned to him/her and to his/her roommate(s) and shall reimburse Clayton State University for all damages to or loss of these furnishings.
- d. Residents of the residence hall/apartment suites may also be assessed the expense (minimum charge of \$25.00) of the repair or replacement of any property in public areas judged damaged by residents or their guests in a given room/apartment.
- e. The Student is responsible for maintaining the cleanliness of his/her room/apartment. Charges for damages and/or cleaning shall be assessed on student's account.

2. Alterations

No changes will be made in the residence hall/apartment suites by the Student without written permission from the Clayton State University Housing Office. This includes, but is not limited to: shelves, partitions, lofts, window coverings, wallpaper, painting, plumbing, heating, other structural changes or alterations to furniture, or the removal of Clayton State University furniture and its replacement with items owned by the Student.

3. Storage

Student shall not use or store in Student's room, storage area or common area any of the following:

- a. Firearms, ammunition, explosives (including firecrackers and fireworks, poisonous, corrosive, or volatile substances), grills, weapons, hunting bows, pellet or bb guns, knives with blade longer than three (3) inches in length, paint ball guns, arrows, martial art equipment, hazardous chemicals, gasoline driven vehicles of any kind, vehicle parts, heavy repair equipment or accessories to any vehicle or engine parts.
 - b. Electrical items other than clocks, radios, stereo equipment, televisions, computers, or other low wattage appliances. Microwave ovens must use less than 10 amps of power. Mini-refrigerators must be 4.5 cubic feet or smaller.
 - c. Outside television or radio antennas or satellite dishes.
 - d. Waterbeds or water-filled furniture.
 - e. Motorcycles of any type.
 - f. Neon signs.
 - g. Open flame-burning, or exposed heated-coil appliances.
 - h. Halogen-touchar lamps, or firecrackers and fireworks, poisonous corrosive, or volatile substances
 - i. Air-conditioning units.
4. The Student's room/apartment shall not be used for commercial or solicitation purposes.
 5. The Student's room/apartment shall not be sublet.
 6. Furniture or plants from common areas, lounges and study areas are not allowed in the Student's room/apartment suite.
 7. The Student is prohibited from tampering with any Clayton State University locks, or installing new or additional locks or deadbolts. The Student shall not alter or duplicate any residence hall, room/apartment suite, or exterior door keys. Any Student in possession of any duplicated keys will be charged for re-keying the room/apartment suite or exterior doors and may face disciplinary and/or criminal charges.
 8. Residents and guests are prohibited from having any animals of any type in the residence hall/apartment suites or adjacent grounds, with the sole exception of harmless aquatic fish in aquariums of 10 gallons or less. This prohibition does not apply to Students or their guests with documented disabilities who use individually-trained service animals to do work or perform tasks for the benefit of the individuals with disabilities. This prohibition does not apply to emotional support animals (ESA) – however, all animals and their owners must have the proper documentation on file with the Disability Resource Center before possessing and maintaining the ownership of the animal on campus.
 9. The Student is responsible at all times for all activities in his or her assigned room/apartment suite in accordance with this Contract, Clayton State University and housing policies, and applicable federal, state, and local laws.
 10. The Student will not tamper with any fire equipment, i.e., pull alarms, hoses, fire extinguishers, heat sensors, smoke detectors, sprinkler heads, etc. Violation of the above will result in a fine and/or notification to the Clayton State University Public Safety office, Office of Community Standards, and/or local law enforcement agencies for possible disciplinary action/criminal charges.

Alcohol and Drug Policy

1. Laker Hall: Alcoholic beverages and alcohol paraphernalia are strictly prohibited in Laker Hall, regardless of the Student's age.
2. Laker Village: Alcohol, in limited quantities, is permitted for residents 21 years or older residing in Laker Village.
 - a. All alcoholic beverages must be in single serving containers. Students are limited to two (2) 6 packs of beers (total 12 beers) or 1 liter of hard alcohol or 1.5 liter of wine per resident.
 - b. Common alcohol containers including, but not limited to, kegs, beer balls, hunch-punch, coolers, trash cans and ice luges are prohibited. Prohibited items will be confiscated at the owner's expense.
 - c. Alcohol beverage containers, whether empty or full, are not to be displayed openly or for decoration in areas of the campus including apartment suite common areas, grounds' public areas and windows.
 - d. Containers of alcohol must be kept in the individual resident's personal refrigerator if there are underage roommates living in the suite

3. The use of all forms of tobacco products on property owned, leased, rented, in the possession of, or in any way used by the USG or its affiliates is expressly prohibited. "Tobacco Products" is defined as cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco such as hookahs or simulate the use of tobacco such as electronic cigarettes. This prohibition includes but is not limited to all areas indoors and outdoors, buildings and parking lots owned, leased, rented or otherwise used by the CSU or its affiliates. The use of tobacco products is prohibited in all vehicles – private or public vehicles - located on CSU properties. For more information see the University System of Georgia Tobacco Free Policy at <http://www.usg.edu/tobaccofree/>.
4. Clayton State University is a drug-free campus. The possession, sale, manufacture, consumption or distribution of any narcotic or controlled substance is illegal under both state and federal laws on the University campus – this also includes prescription medication that is being possessed, sold, manufactured, consumed or distributed. Prescription drugs are only to be possessed, used, and consumed by the person in which the medication was prescribed. CSU Police strictly enforces such laws. Violators are subject to criminal prosecution, disciplinary action, fine and imprisonment.
 - Guests are **not** to be in possession of University Housing issued keys at any time.
- d. Each resident is allowed to host two (2) guests at one time. However, the total number of people in an apartment or suite should not exceed twelve (12) people, even if the additional people are residents of the residence hall.
 - Residents are responsible for ensuring that their guest is in possession of a Public Safety issued parking pass
- e. A resident may host a guest(s) in his/her apartment/room with agreement from the other roommates. An overnight guest is considered any guest who is not signed-out by midnight, or is signed-in between the hours of Midnight and 8:00 AM.
- f. A resident or guest may not use the bedroom or bathroom of another resident without his/her prior consent.
- g. At no time should any resident provide entrance to the residence hall or his/her apartment/room to someone who is not their guest. In addition, a host resident should not provide an unescorted guest with access to the residence hall or his/her apartment/room. (i.e., lending/copying a key or access card).
- h. Residents may have overnight guests (guest staying after Midnight) for up to two (2) nights in a seven-day period. A resident may not have more than two (2) overnight guests at the same time. A guest may not stay more than two (2) consecutive nights. An individual guest is limited to six (6) overnight stays per semester, regardless of the resident that the guest is visiting. (Example: Jane is a guest, and she has three overnight stays with Suzy and three overnight stays with Sally. Jane cannot not be an overnight guest for the rest of the semester, as she has used her maximum number of overnight stays for the semester.)
- i. Guests may not sleep in lounges or public areas. In addition, guests should not sleep in common areas of the apartment suite without permission from all roommates.
- j. Violation of the Visitation Policy may result in disciplinary action. Depending upon the severity and/or frequency of the violation(s), sanctions may range from formal warnings and/or educational sanctions up to and including suspension of visitation privileges and/or Suspension/ Expulsion from University Housing

Noise

For Laker Village and Laker Hall, Quiet Hours are strictly enforced from 10:00 PM to 8AM Sunday through Thursday and Midnight to 10:00am on Fridays and Saturdays. Courtesy Hours are in effect 24hours daily. Courtesy Hours means residents should always be reasonably quiet in Laker Hall noise should not be heard past 2 doors, and in Laker Village noise should not be heard outside of a given apartment. However, if a suitemate, neighbor, or university official asks a resident to be quiet, s/he is expected to comply. During finals, quiet hours are enforced 24/7.

Visitation Policy

1. Laker Village and Laker Hall Visitation

Clayton State University's Housing Office promotes a safe and secure environment that is conducive to academic success and overall wellness. The Visitation Policy of the Department of University Housing encourages responsible decision-making by members of the community and recognizes students' rights and responsibilities, as well as the role of the University in fostering student development. Visitation is permitted 24 hours a day, seven days a week.

A guest is considered any person who is not a current resident of the residence hall.

- a. All guests must have a valid photo identification card, such as a Laker Card, a state issued. Driver's License, or state-issued Identification card.
- b. Guests under the age of 16 are not permitted in the facility, unless accompanied by a parent or guardian, and may not stay overnight at any time, without prior permission from the Housing Office. The residence hall does not provide family living or accommodations for spouses or children.
- c. The resident who signed in the guest is considered the host, and, as such, must escort his/her guest **at all times** while in the residence hall. Residents will be held judicially and financially responsible for the actions of their guests and are responsible for informing their guests of all Residence Hall and University policies.

2. Cohabitation

The Housing Office allows visitation, but cohabitation is strictly prohibited. Cohabitation is defined as when any two students, who are not assigned to the same living space, are living together (spending more than 2 consecutive nights together in a 7-day period; and or have spent over 6 nights within a given semester).

Key Policy

In the event the Student fails to comply with any of the Terms and Conditions of this Contract, Clayton State University Housing Office may take the following actions against the Student:

1. If the resident loses a key, the resident agrees to pay a \$35 replacement fee.
2. If a loaned keycard is not returned by (5:00pm) of the next business day, the resident agrees to pay a \$20 fee.
3. If the resident requires lockout assistance more than five (5) times per academic year, the resident agrees to pay an additional \$10 fee for each additional lockout.

Student Noncompliance

In the event the Student fails to comply with any of the Terms and Conditions of this Contract, Clayton State University Housing Office may take the following actions against the Student:

1. Cancel this Contract without notice.
2. Serve notice to vacate the premises pursuant to applicable Clayton State University policies and state laws.
3. Take action to recover the cost of damage caused by the Student and/or his or her guest(s).
4. Utilize any and all available remedies, including equitable and legal, judicial and/or administrative relief.

Civility

To ensure safety at all times, residents and guests need to adhere to guidelines and instruction of University staff (this includes, and is not limited to Resident Assistants and Graduate Residence Directors) members and provide accurate information and identification. Interfering with staff while they are performing their duties, being uncooperative, uncivil, or verbally abusive to staff will not be tolerated. University Housing interprets the use of profanity, vulgar language, and derogatory comments directed toward staff as verbal abuse and uncivil discourse. It is expected that residents and housing staff communicate with civility in all circumstances.

Firearms & Weapons

No student may carry or possess any weapon or any other lethal or potentially destructive device or weapon on the University campus and/or property owned by the University, except as expressly permitted in O.C.G.A. 16-11-127.1. This includes, but is not limited to, bows and arrows, BB guns, air guns, hunting slingshots, martial arts weapons, knives and darts. For more information, please see <http://www.clayton.edu/public-safety/Safety-Security/Weapons>.

Clayton State University Standards

1. Clayton State University Housing Office reserves the right to refuse housing to any Student who has demonstrated an unwillingness to abide by Clayton State University standards, policies and regulations, or who demonstrates behavior which is incompatible with the maintenance of order and propriety to an educational environment in the residence halls or apartments.
2. Clayton State University Housing Office may terminate this Contract and take possession, within 24 hours of termination, of any living unit at any time for violation of any of the provisions of this Contract. Personal property will be removed, inventoried, and stored up to 30 days. If the Student fails to claim or take possession thereof, it will be deemed abandoned and may be donated to a local charity. Neither Clayton State University Housing Office nor its appointed agents bear no liability for damage to property involuntarily removed.

Disciplinary Procedures

Section 4.6 of the Board of Regents' policies (effective August 2017) establishes minimum uniform, system-wide procedural standards for investigations and resolutions (including student conduct hearings) of alleged violations of Clayton State University's rules. In accordance with this responsibility, disciplinary sanctions shall be applied only after the requirements of due process, fairness, and reasonableness have been met. The aim of any disciplinary action is the redirection of student behavior toward the achievement of academic goals.

The President has delegated the function of student discipline to the Vice President for Student Affairs, who in turn designates the Office of Community Standards and its staff to direct the disciplinary processes.

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

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

Disruptive Student Behavior

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

Informal Guidance

If a faculty member determines that any improper classroom behavior is limited to a single event or is of a less serious nature, the faculty member may choose to address the infraction in the classroom, or may speak to the offending student individually outside of the class. An individual meeting outside of class presents an opportunity to explore the nature of the misconduct with the student, and to reiterate the faculty member's expectations for behavioral standards. The meeting with the student will be documented in writing, noting the specific guidelines and consequences that were communicated to the student. Depending upon the behavior, a referral to the Student Behavior Consultation Team (SBCT) <http://www.clayton.edu/student-affairs/sbct> or the initiation of the "Conduct Process (p. 271)" may be appropriate.

One-time Class Period Dismissal

If the faculty determines that any improper behavior is of a recurring pattern, is of a serious nature, if the faculty member feels threatened or if the misconduct is of an abusive nature, the student may immediately be dismissed from the classroom for the remainder of the current class period by the instructor. For example, a student who becomes physically or verbally aggressive will be dismissed from the classroom, and Public Safety may be called for any necessary assistance at the main number (678) 466-4050 or at the emergency number (770) 960-5151. The faculty member will, in instances of student's dismissal from a class period, immediately initiate the "Conduct Process (p. 271)" outlined in this policy document by contacting with the Office of Community Standards.

Dismissal From Course

A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from a course for the remainder of the semester after "due process." A student is entitled to due process (see "Conduct Process (p. 271)") and will be afforded such rights as soon as possible. If found in violation of the Student Code of Conduct, a student may, in addition to other outcomes, be administratively withdrawn from the course and may receive a grade of WF.

Student Behavior Outside of the Classroom

If the faculty member feels threatened by the behavior of a student *outside of the classroom*, the faculty member may contact Public Safety, as needed, at the main number (678) 466-4050 or at the emergency

number (770) 960-5151 and will consult with the Office of Community Standards for determination of any conduct charges to be filed.

Overview of the Conduct Process

1. Action may begin upon notification to the Office of Community Standards of a complaint and/or alleged violation.
 - a. If the alleged complaint is related to academic misconduct, Procedures for Adjudicating Alleged Academic Conduct Infractions (p. 273) will be followed.
 - b. If the alleged complaint is related to Sexual Misconduct, the Sexual Misconduct Policy (<https://www.clayton.edu/human-resources/current-employees/office-of-institutional-equity>) will be followed.
2. The student, in conference with the conduct officer, will be informed of the complaint and/or alleged violation and, all rights and responsibilities related to—and the process and status of—an investigation. The accused student will enter a response to each charge and select a method for disposition of the case.
3. When an investigation is complete, the student will be presented with a Specification of Charges form by the conduct officer or the instructor (if applicable) if evidence warrants charges.
4. If the student denies responsibility for the alleged violation(s) and requests a hearing before a hearing officer or the University Hearing Panel, such hearing will be conducted in accordance with established procedures, and where a decision will be based on a preponderance of the information.
5. *Confidentiality*: Where a complainant or alleged victim requests that his or her identity be withheld or the allegation(s) not be investigated, the institution will consider whether or not such request(s) can be honored while still providing a safe and nondiscriminatory environment for the institution. The institution will inform the requesting party that the institution generally cannot guarantee confidentiality. Further, honoring the request may limit the institution's ability to respond fully to the incident and may limit the institution's ability to discipline the respondent.
6. *Retaliation*: An individual who, in good faith, reports what she or he believes to be student misconduct, participates or cooperates in, or is otherwise associated with any investigation, shall not be subjected to retaliation. An individual who believes he or she has been the target of retaliation for reporting, participating or cooperating in, or otherwise being associated with an investigation will immediately contact the appropriate department or individual(s) for that institution. Any person found to have engaged in retaliation in violation of the student conduct policy shall be subject to disciplinary action, pursuant to the institution's policy.
7. *False Complaints*: An individual who intentionally gives false statements to an institution official, or who submits false complaints or accusations, including during a hearing, which is in violation of policy, shall be subject to disciplinary action pursuant to institutional policy.
8. *Amnesty*: The welfare of students in our community is of paramount importance. At times, students on and off-campus may need assistance. Clayton State University encourages students to report alleged behavior violations, especially for misconduct involving a victim and to offer help and assistance to others in distress. Students may hesitate to report or to offer assistance to others, fearing they may be found in violation of conduct policy. For example, a student who has been drinking but is under the legal age might hesitate to help take a victim of sexual misconduct victim to the Campus Police.

Clayton State University provides amnesty for students involved in drug or alcohol infractions who offer help to others in need and/or report misconduct. While policy violations cannot be overlooked, the university will not use that information against the individual or voluntarily report it to law enforcement. However the university may provide educational options as appropriate.

9. *Student Records*: All student conduct (disciplinary) records are considered part of a student's educational record and are considered confidential in accordance with the Family Education Rights and Privacy Act (<http://www2.ed.gov/policy/gen/guid/fpcr/ferpa>) (FERPA) of 1974, except in limited circumstances as required by law. Student conduct files will be held in the Office of Community Standards/Office of the Vice President of Student Affairs for five (5) years after the student's graduation date or last date of attendance. Case files involving suspension or expulsion are kept indefinitely.
10. *Communication*: Clayton State University provides each student with an e-mail address. This email is the official method of communication for all University Conduct correspondence. The student will be responsible for monitoring this address on a regular basis for official communications from Clayton State University faculty and administrators. All student conduct correspondence will be sent to the Clayton State Student email address and will be considered received based on the delivery date of the email. In cases where a student does not respond in a reasonable time frame, other reasonable efforts will be made to locate the student through ordinary channels such as telephone or regular mail.
11. Information from complaints may be shared as necessary to investigate and to resolve the alleged misconduct. Complaints shall be investigated and resolved as outlined below. The need to issue a broader warning to the community in compliance with the Clery Act shall be assessed in compliance with federal law.

Initiation of Charges, Resolution & Adjudication Options

1. Disciplinary charges shall be initiated by submission of a written referral by letter, email, or police report to the Office of Community Standards.
2. Referrals must be submitted within fifteen (15) business days after detection of an alleged violation unless special conditions for delay can be documented.
3. Complaints should include as much information as possible - such as: (1) the type of misconduct alleged; (2) the name and contact information of the respondent; (3) the date(s), time(s), and place(s) of the misconduct; (4) the name(s) and contact information of any individual(s) with knowledge of the incident; (5) whether any tangible evidence has been preserved; and (6) whether a criminal complaint has been made. The complainant must sign the referral. Any member of the University community may file a complaint. Where appropriate, complainants may file a law enforcement report along with an institutional report.
4. Where the alleged misconduct is related to sexual misconduct or discrimination, the conduct officer will refer to the Title IX Officer to determine whether such an investigation is warranted.
5. The conduct officer will review the complaint and make an initial determination as to whether there is a sufficient basis to believe that a violation of the Code of Conduct may have occurred and the possible sanctions for the alleged violation. If the reported conduct would not be a violation of the institution's policies and/or code of conduct then the report will be dismissed.

6. If it is determined that sufficient evidence exists to warrant charges or a formal investigation, the student will be notified in writing of the alleged violation and/or possible investigation, and will be required to meet with the Conduct Officer. Such notification will be sent via the students' CSU email account.
7. At this meeting, the student will be provided with the following:
 - a. An explanation of the complaint or charges which have been made;
 - b. A review of all information on which the complaint or charges are based and the name of the Complainant;
 - c. A review of all due process rights and disciplinary procedures;
 - d. A reasonable opportunity to review charges and information in order to respond to the charges.
8. Once the student is presented with the charges/findings of an investigation in writing from the conduct officer via the "Specification of Charges" form, the student will respond to the charge(s) in one of the following ways:
 - a. Admit responsibility for the charge(s) and waive his/her right to a hearing and appeal; in which case, a sanction may be determined by the conduct officer or one of the hearing authorities.
 - b. Deny responsibility for the charge(s) and request a hearing before a University Hearing Authority.

University Hearing Authority

The University Hearing Panel is composed of students, faculty, and staff who have received training in properly adjudicating misconduct cases. The institution's individual(s) tasked with investigating allegations of student misconduct shall not be responsible for training student conduct panel/board members.

There are two hearing options that a student can choose:

1. Hearing Officer – A faculty or administrative staff member designated by the Director of the Office of Community Standards.
 - a. *In cases involving graduate students accused of academic misconduct, the faculty member must be a graduate level faculty member.*
2. University Hearing Panel – A faculty/staff/student committee designated by the Director of the Office of Community Standards.
 - a. *One faculty member, one staff member, and two students must be present to hear cases of non-academic student misconduct.*
 - b. *Two faculty members must be present in addition to one staff member and two students to hear cases of academic misconduct.*
 - c. *In cases involving graduate students accused of academic misconduct, all faculty and student panelists must be graduate level.*

The Hearing Panel will be selected from an established "pool" of a minimum number of the following members: five (5) faculty members, three (3) administrative staff members, and five (5) students.

Adjudicating Alleged General Misconduct Infractions

Additional Procedures for Adjudicating Alleged General Misconduct Infractions Which Could Result in University Disciplinary Suspension/ Expulsion

Where the potential sanctions for the alleged misconduct may involve a University Disciplinary Suspension or Expulsion, the institution's investigation and resolution procedures must provide these additional, minimum safeguards:

1. The alleged victim and respondent shall be provided with written notice of the complaint/allegations, pending investigation, possible charges, possible sanctions, and available support services. The notice will also include the identity of any investigator(s) involved. The notice will be provided via institution email to students Clayton State University email address.
2. Upon receipt of the written notice, the respondent shall be given at least three (3) business days to respond in writing. In that response, the respondent shall have the right to admit or to deny the allegations, and to set forth a defense with facts, witnesses, and supporting materials. A non-response will be considered a general denial of the alleged misconduct, and the investigation will proceed without the respondent's statement/information. Any alleged victim shall also be provided three (3) business days to respond to or supplement the notice.
3. If a student admits responsibility, the process may proceed to the sanctioning phase. If at any point, the investigator determines there is insufficient evidence to support a charge, then the complaint should be dismissed.
4. An investigator shall conduct a thorough investigation and should retain written notes and/or obtain written or recorded statements from each interview. The investigator shall also keep a record of any witnesses not interviewed, along with a brief, written explanation of why the witness were not interviewed. If any charge, or the entire complaint, is dismissed by the investigator due to insufficient evidence, the victim, if applicable, may appeal (see appeals) the decision to dismiss to the Vice President for Student Affairs, or his/her designee.
5. The investigation report shall be provided to the respondent and the alleged victim (where applicable) This report should clearly indicate any resulting charges (or alternatively, a determination of no charges), as well as the facts and evidence in support thereof, witness statements, and possible sanctions. A charge is not a finding of responsibility, but indicates that there is sufficient evidence to warrant further consideration and adjudication.
6. The final investigative report will be provided to the Hearing Authority for consideration in adjudicating the charges brought against the respondent. A copy shall also be provided to the respondent and alleged victim (where applicable) before any hearing. The investigator may testify as a witness regarding the investigation and findings, but shall otherwise have no part in the hearing process and shall not attempt to otherwise influence the proceedings outside of providing testimony during the hearing.

Adjudicating Alleged Academic Conduct Infractions

Academic misconduct strikes at the heart of the educational process.

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

1. When an instructor has decided that a case for academic misconduct can be made, he or she should consult with the conduct officer to determine if available evidence is sufficient to support a charge and if the student has a prior Academic Misconduct violation at Clayton State University.
2. If it is determined that the evidence is sufficient to warrant a charge and the student has no previous academic misconduct violation(s) on record Academic Misconduct offense, one of the following steps will occur:
 - a. When presented with the evidence and a completed Specification of Charges form by the instructor, the student will accept responsibility for the charge(s) and allow the instructor to levy a sanction OR the student will deny the responsibility and request a formal hearing, or;
 - b. Alternatively, the instructor may forward all materials to the Office of Community Standards for adjudication with the student. The student will be contacted to continue with the adjudication process.
3. In Academic Misconduct matters adjudicated by an instructor when the student admits the violation, all materials should be forwarded to the Office of Community Standards for inclusion in the student's disciplinary file.
4. Upon admission or finding of responsibility for a first violation of Academic Misconduct, the recommended sanctions are:
 - a. A zero on the assignment.
 - b. Disciplinary Probation (imposed through the Office of Community Standards).
5. Upon admission or finding of responsibility of academic misconduct as a repeat offense, the recommended minimum sanctions are:
 - a. An "F" in the course, and
 - b. Suspension from the University for one (1) full (fall or spring) academic semester.
NOTE: Modification of the recommended sanctions can be made for mitigating/aggravating circumstances at the discretion of the hearing/sanctioning authority.
6. If a student is found to be not in violation of academic misconduct, by a hearing authority, the hearing authority will refer the paper, assignment, or test to the appropriate department head who will facilitate a resolution concerning a fair grade for the work in question.
7. When disciplinary action is initiated for Academic Misconduct in a course, a student may not withdraw from the course pending the resolution of the academic misconduct matter.
 - a. The resolution outcome of the misconduct matter will dictate whether the student is eligible to initiate a withdrawal:

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

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

- ii. Course Grade Sanction Issued—Student is not eligible to initiate a withdrawal for course in question and course grade sanction stands.

Due Process and Student Rights

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

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

Interim Measures

1. At any time following the submission of a written referral/complaint, the Vice President of Student Affairs or his/her designee may impose measures on a student for an interim period prior to resolution of the disciplinary proceeding. Interim measures are designed to protect the alleged victim and the campus community.
2. Interim Measures may include, but are not limited to: change of housing assignment, issuance of a no contact directive; restrictions to entering certain institution property, changes to academic or employment arrangements, schedules or supervision, and interim suspension.
3. Before any interim measure is issued, the institution will make all reasonable efforts to give the respondent the opportunity to be heard. During this meeting, the administrative officer will consider the following criteria with respect to whether the interim measure(s)

should be imposed; existence of a significant risk to the health or safety of the campus community; the nature, duration, and severity of the risk; the probability of potential injury; and whether less restrictive means can be used to significantly mitigate the risk.

4. The decision to impose an interim measure, including suspension, student for an interim period shall be communicated in writing to the student and shall become effective immediately upon sending the notice.
5. The interim measures shall remain in effect until a final decision has been made on the pending charges or until the Vice President determines that the reasons for imposing the interim suspension no longer exist.
6. Upon request, the respondent will have an opportunity to be heard by the respective conduct officer, Title IX Coordinator, or System Director, as appropriate, within three business days in order to determine whether the interim suspension should continue.

Absence of Accused or Lack of Cooperation

Throughout any investigation and resolution proceedings, a respondent shall receive written notice of the alleged misconduct and will be provided an opportunity to respond. If the student is, absent from the University community while a disciplinary case is pending or if a student declines to participate in the disciplinary process, the student is not absolved of responsibility. As such:

1. A reasonable effort will be made to locate the student through customary channels such as CSU email, telephone, or regular mail. If the student does not respond to the request to return for a conduct meeting within three (3) business days, a hearing may be scheduled in absentia and action will be taken as warranted by the facts of the case.
2. Students who choose an option for disposition of their case, have a hearing scheduled, and who fail to appear at such a hearing after proper notice has been given, will have their cases adjudicated in absentia at the scheduled hearing time.
3. A student may choose to remain silent during the investigation and resolution process without any adverse inference resulting.

Multiple Defendants

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

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

Witness Participation

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

The respondent shall have the right to present witnesses and evidence to the hearing authority as well as to ask questions to any witnesses. At the

determination of the hearing authority, this questioning this questioning may take place through the submission of written questions to the hearing authority for consideration; however, the parties' advisors may still actively advise and assist in drafting those questions. The hearing authority shall ask the questions as written and will limit questions only if they are unrelated to determine the veracity of the charge levied against the respondent(s). The hearing officer or panel shall err on the side of asking all submitted questions and must document the reason for not asking any particular questions.

Where the conduct officer or hearing authority determines that a party or witness is unavailable and/or unable to be present due to extenuating circumstances, the hearing authority may establish special procedures for providing testimony from a separate location. In doing so, the conduct officer or hearing authority must determine there is a valid basis for the unavailability, ensure proper sequestration in a manner that ensures testimony has not been tainted, and make a determination that such an arrangement will not unfairly disadvantage any party. Will it be reasonably believed that a party or witness who is not physically present has presented tainted testimony, the hearing authority will disregard or discount the testimony.

In sexual misconduct cases, the Office of Community Standards and/or Hearing Authority reserves the right to allow a party to testify in a separate room, when determined to be necessary. Where such a determination is made, special measures must be in place to ensure no party is unfairly disadvantaged by this procedure. A party must still give testimony in the presence of the panel and the opposing party must have opportunity to view the testimony remotely and submit follow-up questions.

Role of the Witness

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

Role of the Advisor

The respondent and alleged victim (where applicable), as parties to these proceedings, shall have the right to use an advisor (including an attorney) of his or her choosing, and at his or her own expense, for the express purpose of providing advice and counsel. The advisor may be present during meetings and proceedings during the investigatory and/or resolution process at which his or her advisee is present. The advisor may advise his or her advisee in any manner, including providing questions, suggestions, and guidance on responses to any questions of the advisee, but shall not participate directly. The institution shall not prohibit family members of a party from attending if the party requests such attendance, but may limit each participant to two family members. Space will be made available for the advisor to sit with the accused at the hearing.

Hearing Procedures

1. In no case involving suspension or expulsion, shall a hearing to resolve charge(s) of student misconduct take place before the investigative report has been finalized or before the respondent has had an opportunity to respond in writing, unless the respondent has

chosen to go through an informal resolution process or otherwise has waived his or her of rights to these procedures.

2. Notice of the date, time, and location of the hearing, shall be provided to the respondent and alleged victim (where applicable) at least five (5) business days prior to the hearing. Notice shall be provided via institution email.
3. All hearings are closed unless the accused student requests an open hearing in writing. However, the Office of Community Standards has the authority to make the final decision regarding access of spectators to the hearing to the extent permitted by law.
4. The party charging a violation of the Student Code of Conduct has the right to be informed of hearing procedures and the right to be present throughout the presentation of witnesses and evidence. The conduct officer will inform the charging party of these rights prior to the hearing.
5. The accused student will enter a response to all charges before the hearing authority.
6. The hearing officer or the Chair of the Hearing Panel will remind the accused student and each witness presented of the importance of providing truthful and accurate information during the hearing process. If a witness fails to tell the truth during conduct proceedings, disciplinary action may result.
7. At the hearing, the conduct officer and/or complainant will present the evidence and facts of the case to the hearing officer or to the Hearing Panel. If appropriate, witnesses will be presented in support of the case against the accused student. See the Witness Participation (p. 273) rights and duties within the Due Process and Rights section of this Student Handbook.
8. The hearing officer or members of the Hearing authority may question all witnesses or ask for clarification from the conduct officer or any witness.
9. The accused student may question all witnesses, at the discretion of and through the hearing authority. Upon approval by the hearing authority, witnesses will be asked to answer questions posed by the accused student.
10. When the case against the accused student has been presented, opportunity will be given for the accused to make a statement regarding the charges. The hearing officer, members of the Hearing Panel, or the conduct officer may question the accused student if he or she chooses to make a statement. The accused student has the option of remaining silent and is not required to respond to questions from the hearing authority or the conduct officer. No inference of responsibility will be drawn from such silence.
11. The accused student will present any information or witnesses in his or her behalf. Such witnesses are subject to questioning by the complainant, at the discretion of the hearing authority.
12. The hearing authority may recall any witness if clarification is needed.
13. After hearing both sides of the case, the hearing authority will, in a closed session, deliberate and reach a decision based upon the preponderance of the information presented. Any decision to suspend or to expel a student must also be supported by substantial evidence at the hearing. A decision will indicate findings regarding responsibility for the charge(s) and appropriate sanctions.
14. A student's prior disciplinary record is not admissible to prove responsibility for a violation, but may be used for determining appropriate disciplinary measures.

Findings of the Hearing Authority

1. If the hearing is before a Hearing Panel, and the members of the panel are divided after deliberation, a majority vote is necessary to reach a decision.
2. Written findings of the Hearing Authority must be submitted to the conduct officer and to the accused student within five (5) business days after the conclusion of the hearing. The decision will include details on how to appeal, as outlined below. Additionally, the written decision must summarize the evidence in support of the sanction.
3. These findings are considered final unless appealed by the accused or overridden by the Vice President of Student Affairs or the President of the University.
4. In cases where no decision can be reached, the case will revert to the Vice President of Student Affairs. The Vice President may appoint another hearing authority, drop the charges, or otherwise determine a fair and equitable method for disposition of the case.

Disciplinary Sanctions

Disciplinary sanctions are administered through the Office of Community Standards by the Hearing Authority and/or the Conduct Officer involved in the adjudication process. In determining the sanction(s) for a violation, the frequency, severity, and/or nature of the offense, history of past conduct, an offender's willingness to accept responsibility, previous institutional response to similar conduct, strength of the evidence and the general safety and security of the campus community will be considered. Upon imposition of a sanction, the student is notified by email as well as through individual conference with the Conduct Officer, if possible. In cases of suspension or expulsion, the parents of a minor may be notified by mail.

The following are disciplinary sanctions which may be imposed upon the student who is found to be in violation of the Student Code of Conduct. These sanctions are not inclusive and may be modified depending on the nature and severity of the violation(s).

1. **Academic Sanctions:** The following sanctions are possible for Academic Misconduct Violations:
 - a. Failure of the Course
 - b. Final Letter Grade Reduction in course
 - c. Re-write assignment for no credit
 - d. Zero on Assignment
2. **Disciplinary Warning:** A Disciplinary Warning is an official written and/or verbal reprimand.
3. **Disciplinary Probation:** Disciplinary Probation is a period of time during which further violations of the rules and regulations of the University may result in suspension or expulsion. Probation may be imposed for a period of time ranging from the remainder of the semester in which the violation occurred to the remainder of the student's enrollment at the University.
4. **Fines:** Conduct fines are used to assist in educational programming and/or restitution of damages.
5. **Developmental Sanctions:**
 - a. Community Service Hours – Students may be required to complete work at a designated location for a specified number of hours.
 - b. Educational Programs – Students may be required to attend programs offered on special topics related to the offense. This

does not include academic courses for credit. Students may be required to pay for courses.

- c. **Presentations** – Students may be required to present programs or create bulletin boards on topics related to the offense.
 - d. **Parental Notification Letter** – A letter may be sent to the parents/legal guardians of students under 21 years of age who have been found in violation of the Clayton State University Drug and Alcohol policy.
 - e. **Substance Abuse Assessment** – Students may be required to submit to an assessment for substance abuse. Periodic drug testing, not to exceed two random tests per semester for a minimum of three semesters, may be required.
 - f. **Counseling Screening** – Students may be required to undergo a counseling screening based on the reported behaviors and/or recommendations of the adjudicating authority or official.
 - g. **Writing Assignments** – Students may be required to complete a book review, research paper, reflection paper or letter of apology related to offense.
 - h. **Online Educational Course** – Students may be required to complete an online education course for drug or alcohol education. Students may be required to pay for course.
6. **Restricted Access:** Students may be restricted from certain areas of campus or from the entire campus except to attend classes or use the Library.
 7. **No Contact Orders:** Temporary or permanent separation of the parties (e.g. change in classes, reassignment of residence, no contact with specified members of the University community) may be imposed.
 8. **Loss of Institutional Privileges:** Delays in administrative services and benefits from the institution (e.g. holding transcripts, delaying registration, graduation and diplomas) may occur.
 9. **Disciplinary Housing Suspension:** A decision of Housing Suspension terminates the student's status as a residential student for a specific period of time and prohibits the student from entering any university housing facility without specific authorization from the Vice President of Student Affairs or Dean of Students. A violation of the terms of suspension may result in an extension of the period of suspension which may be imposed summarily by the Vice President of Student Affairs or Director of Community Standards. Students suspended from housing will not receive a refund of their housing cost.
 10. **Disciplinary University Suspension:** A decision of University Suspension terminates the student's status as an enrolled student for a specific period of time and prohibits the student from attending classes. A suspended student may not enter any part of the campus without specific authorization from the Vice President of Student Affairs or Dean of Students and student is subject to arrest for trespassing. A violation of the terms of suspension may result in an extension of the period of suspension which may be imposed summarily by the Vice President of Student Affairs or Dean of Students
 11. **Disciplinary Housing Expulsion:** A decision of housing expulsion permanently terminates the student's status as a residential student. A student expelled from housing may not enter any University housing facility without specific authorization from the Vice President of Student Affairs or the Dean of Students. Students expelled from housing will not receive a refund of their housing cost.
 12. **Disciplinary University Expulsion:** A decision of expulsion permanently terminates the student's status as an enrolled student at the University. An expelled student may not enter any part of the campus without specific authorization from the Vice President of

Student Affairs or his/her designee and is considered trespassing without such permission.

Appeal Process

The purpose of an appeal is to review the procedures and findings of the hearing authority of original jurisdiction and to determine if there is a basis for appeal in a conduct hearing or decision. Students found in violation of the Student Code of Conduct as well as the alleged victim in cases involving sexual misconduct, have the right to appeal decisions of the Hearing Panel or Hearing Officer, provided specific relevant grounds for appeal can be cited. Students who accept responsibility for violations of the Student Code of Conduct waive their right to a hearing and to an appeal.

The Vice President of Student Affairs and/or the University President may, at their discretion, review any student discipline case and take such action as they deem appropriate with respect thereto.

Grounds for Appeal

A student, the alleged victim in cases involving sexual misconduct, may appeal a conduct decision on one or more of the following grounds:

1. New information or other relevant facts, sufficient to alter the decision, is available or was not brought out in the original hearing because such information was not known or knowable to the person appealing during the time of the hearing.
2. Procedural error within the hearing process that may have substantially impacted the fairness of the hearing, including, but not limited to, whether any hearing questions were improperly excluded.
3. Evidence of prejudicial treatment or bias by the original hearing authority.
4. Finding and/or sanction was inconsistent with the weight of the information presented.

Appeal Decisions

The appeal authority may:

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

Filing an Appeal

All appeals must be submitted online via the electronic appeal form (https://claytonstate.qualtrics.com/jfe/form/SV_8Jt6tErFfHxbvRUUp) within five (5) business days after the written findings and decision is communicated to the student, as indicated in a student's original disciplinary decision letter. All responses to appeals will be communicated in writing.

Appeals Not Involving Housing or University Suspension or Expulsion

The Dean of Students will constitute the first and final point of appeal in all disciplinary decisions not involving Housing Suspension or Expulsion or University Suspension or Expulsion.

The Dean of Students will communicate his or her decision to the student within seven (7) business days after an appeal is filed.

Note: The Dean of Students may decline to act in the appeal process and refer to another authority if, because of personal involvement or knowledge of the case, he/she feels unable to render an impartial decision.

Appeal of Housing or University Suspension or Expulsion

The Vice President of Student Affairs will review all appeals involving Housing or University Suspension or Expulsion.

The Vice President of Student Affairs will communicate his or her decision to the student within seven (7) business days after an appeal is filed.

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

Appeal to University President

Students who have appealed a university suspension or expulsion to the Vice President of Student Affairs and feel that further action is warranted following a decision may appeal to the President of the University.

The appeal must be submitted in writing to the Office of Community Standards within five (5) business days after the Vice President of Student Affairs' decision is communicated to the student. Students appealing decisions involving suspension or expulsion may have their movements on campus restricted to academic endeavors or other restrictions deemed appropriate during the period of appeal.

Otherwise, no sanction will be enforced until a final decision is reached.

The President may appoint an Appeals Committee to review the case. The Committee will be composed of three members selected from the faculty and administrative staff. After reviewing the case, the committee will make recommendations to the President. The President will review the recommendations submitted by the Committee and render a decision.

The President will communicate his or her decision to the student within fifteen (15) business days after an appeal is filed. This is the final appeal at the institutional level. Therefore, any sanction imposed will be in effect immediately.

If applicable, the President will communicate to the student the process for appealing the decision to the Board of Regents.

Appeal to Board of Regents

In cases involving University Suspension or Expulsion, and when all institutional appellate procedures have been exhausted, the student or the alleged victim in cases involving sexual misconduct may

appeal to the Board of Regents under conditions described in the Board of Regents Policy 8.6 (<http://www.usg.edu/policymanual/section4/C333>) and the Board of Regents Bylaws, Section VIII (<http://www.usg.edu/regents/bylaws/#appeals>). The following are excerpts from these documents:

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

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

The disciplinary measure imposed will be in effect during a Regents' appeal unless special dispensation is granted by the President of the University or the Chancellor of the University System of Georgia".

The Board of Regents Policy Manual and Bylaws regarding student appeals can be found at <http://www.usg.edu/policymanual/section4/C333/> and <http://www.usg.edu/regents/bylaws/#appeals>.

Recusal/Challenge for Bias

Any party may challenge the participation of any institution official, employee or student panel member in the process on the grounds of personal bias by submitting a written statement to the institution's designee (the Assistant Vice President for Student Affairs, or alternatively, the Assistant Vice President for Academic Planning and Assessment) setting forth the basis for the challenge. The written challenge will be submitted within a reasonable time after the individual reasonably will have known of the existence of the bias. The institution's designee will determine whether to sustain or deny the challenge, and if sustained, the replacement to be appointed.

Student Complaint Policy

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

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

links to some of the more common categories of University policies and procedures.

General Complaint Procedures

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

1. The student should attempt an informal resolution of concerns by interacting directly with the individual(s) involved or with the first-line supervisor of the individual, department, or office.
2. If resolution is not achieved through informal interaction, the student may direct the complaint—verbally or in writing—to the Director/Department Head/Chair of the department or office. The Director/Department Head/Chair will attempt to facilitate resolution between the parties.
3. If resolution is not achieved through the initial intervention of the Director/Department Head/Chair, the matter can be directed as follows:
 - a. The student must present a formal written complaint using the student complaint form (<http://www.clayton.edu/Portals/46/docs/student-complaint-form.docx>).
 - b. Complaints should be submitted using the following guide:
 - i. For complaints initiated with an academic department:
 1. Dean of the college/school for academic complaints.
 2. Complaints not resolved at the Dean level can then be directed to the Provost/Vice President for Academic Affairs (or designee).
 - ii. For complaints initiated with all other departments:
 1. The appropriate Associate/Assistant Vice President (or designee) responsible for the unit.
 2. Complaints not resolved at the Associate/Assistant Vice President level can then be directed to the Vice President responsible for that unit.
4. Unless otherwise specified, the Vice President (or designee) responsible for the unit will constitute the final decision-making authority for the University. Students have the right to appeal decisions to the President of the University within 10 business days of the Vice President's (or designee) decision. The results of complaints appealed at this level are final and may not be appealed further. *All appeals will be recorded in the student complaint log.*
5. Logs of all formal written complaints will be entered by the person receiving the complaint and will be stored on the password protected University server. The logs will be monitored by the Provost/Vice President for Academic Affairs (or designee), and the Dean of Students.

Procedures for Specific Types of Complaints

Customer Service Complaint

- Follow the General Complaint Procedures above
- Listing of Offices and Departments (<http://www.clayton.edu/offices-departments>)

Common University Policy/Procedure Categories

- Financial Aid Satisfactory Academic Progress (SAP) Appeal (<https://www.clayton.edu/financial-aid/SAP1718>)
- Grade Appeal

- A grade appeal is can be filed if a student feels that their grade was reported incorrectly due to a miscalculation, did not follow the grading method contained in the syllabus, or was reported wrong during the grade reporting period. Students wishing to file an appeal of a grade must:
 - First attempt to work out the matter informally with the appropriate instructor (if applicable).
 - If that is not satisfactory or if the instructor cannot be contacted, the appealing student must contact the relevant department head or associate dean. The appeal must be initiated as soon as possible. The student must put his or her case in writing and supply documentation unless the matter is resolved informally before an official appeal is filed. Written appeals should be directed to the relevant department head or associate dean with a copy to the dean. The department head/associate dean in consultation with the dean will provide the appellant with a written answer.
 - Students may appeal the school/department-level response by submitting a written statement to the Office of the Provost.
- Appeals initiated more than one semester following the time that the dispute arose will not be considered.
- Graduation Appeal
 - Contact the Registrar's Office (<https://www.clayton.edu/registrar>), 239 Edgewater Hall, (678) 466-4150
- Hardship Withdrawal (<https://www.clayton.edu/registrar/Withdrawal>)
- Readmission Appeal (<https://www.clayton.edu/registrar/Readmission-Appeal>)
- Student Community Standards / Student Conduct Process (<https://www.clayton.edu/community-standards>)

Grievance (on the basis of personal status)

- Unfair Treatment / Discriminatory Practices (<https://www.clayton.edu/about/administration/student-affairs/grievance>)
- ADA Grievance Procedures (<https://www.clayton.edu/disability/disability-and-the-law/grievances>)
- Sexual Harassment (<https://www.clayton.edu/human-resources/current-employees/resources-policies>)

Procedure for Filing a Formal Written Complaint

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

Graduate Academic Appeals Process

As learners within a university community, students, faculty, and staff are encouraged to model appropriate, effective, and respectful interpersonal communication. If issues arise, the parties involved should make a genuine effort to resolve them. When efforts to reach a mutually satisfactory resolution are unsuccessful, students are advised to proceed as quickly as possible to initiate an appeal. The following section outlines

the types of appeals that are reviewed by the School of Graduate Studies and the procedures to follow to submit an appeal.

Students filing an appeal about an academic concern should follow the procedures outlined below prior to filing an appeal:

1. The student should first attempt an informal resolution of concerns by interacting directly with the individual(s) involved (e.g., faculty member, program director, etc.).
2. If resolution is not achieved through informal interaction, the student may direct the complaint, verbally or in writing, to the *Program Director/Coordinator and/or the Department Head/Chair. The Program Director/Coordinator or Department Head/Chair will attempt to facilitate resolution between the parties.
* Note: Program Director/Coordinator are interchangeable.
3. If resolution is not achieved through the initial intervention of the Program Director/Coordinator and/or Department Head/Chair, the matter can be directed as follows:
 - a. The student must present a formal written complaint using the student complaint form, with any relevant documentation to the Dean of the College/School of the academic department (or designee) and any other documentation as required by the college/school (<https://www.clayton.edu/about/administration/student-affairs/student-complaints>).
 - b. The Dean of the College/School of the academic department (or designee) will provide a resolution to the issue in writing to the student.

Graduate Student Academic Appeals Process

If the student is not satisfied with the resolution of the issue, they have the right to appeal the decision to the Dean of the School of Graduate Studies or designee within the Office of the Provost. All appeals must be initiated within 30 days of the alleged issue or the last recorded day of the student's attendance, whichever comes first. Appeals and supporting documents can be sent electronically to: schoolofgradstudies@clayton.edu or it can be hand delivered to: The School of Graduate Studies/Provost Office, James M. Baker University Center (UC Building), Suite 215.

Graduate Student Academic Appeals Categories

- Grade Appeals
- Transfer of Graduate Credit Appeals
- Hardship Withdrawal Appeals
- Academic Dismissal Appeals
- Reinstatement/Readmission following Academic Dismissal Appeals

Appeals should be submitted using the following processes:

1. **Grade Appeals**
 - a. Students may appeal the school/college-level response by submitting a written appeal request to the Dean of the School of Graduate Studies.
 - b. The Dean of the School of Graduate Studies will review the appeal request and make a recommendation to the Provost & Vice President of Academic Affairs who will render the final decision.
2. **Transfer of Graduate Credit Appeals**
 - a. If transfer of credit is not approved upon admission, a student can submit a written appeal request with accompanying documentation to the Dean of the School of Graduate Studies no

later than the end of the first semester of residence at Clayton State University.

- b. The Dean of the School of Graduate Studies will review the appeal request and make a recommendation to the Provost & Vice President of Academic Affairs who will render the final decision.
3. **Hardship Withdrawal Appeals**
 - a. A graduate student who has been denied a hardship withdrawal request following the procedures outlined in the section in the Academic Catalog related to withdrawal can appeal the decision by submitting a written request explaining the hardship, the original hardship withdrawal form, and any documentation pertinent to the hardship to the Dean of the School of Graduate Studies.
 - b. The Dean of the School of Graduate Studies will review the appeal request and make a recommendation to the Provost & Vice President of Academic Affairs who will render the final decision.
4. **Academic Dismissal Appeals**
 - a. A graduate student who is dismissed from an academic program for academic reasons can appeal their dismissal by submitting a written appeal request no later than the four weeks following the end of the semester in which they received the academic dismissal.
 - b. The Dean of the School of Graduate Studies will review the appeal request and make a recommendation to the Provost & Vice President of Academic Affairs who will render the final decision.
5. **Reinstatement/Readmission following Academic Dismissal**
 - a. A graduate student who chooses to appeal a reinstatement/readmission following academic dismissal must submit a copy of the student's completed Graduate Application for Re-Entry (<https://www.clayton.edu/portals/22/docs/app-grad-reentry.pdf>) application to the Dean of the School of Graduate Studies four weeks prior to the start of the semester in which they wish to resume coursework. In addition, the student must submit a written letter explaining the reasons for their previous academic difficulties, why those problems are unlikely to reoccur, and a detailed remediation/academic plan for future academic success.
 - b. The Dean of the School of Graduate Studies will review the appeal request and make a recommendation to the Provost & Vice President of Academic Affairs who will render the final decision. For those readmitted, there may be additional restrictions applied.

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

ADA Appeals and Grievances ADA Grievance Procedure

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

been discriminated against on the basis of disability by Clayton State University may file complaints pursuant to the following procedures.

Contact Person for Complaints

For Faculty, Staff, Visitors, Other Contact:

Clayton State University
ADA Coordinator, Harriett Houston
2000 Clayton State Blvd.
Morrow, GA 30260
678-466-5444.

For Student ADA Complaints: Contact Mr. Jeff Jacobs (same address)

Procedures for Complaints

Complaints should be filed in writing with the ADA Coordinator within 30 calendar days of the allegedly discriminatory act. A complaint shall contain the name and address of the person filing it and a brief description of the alleged violation. If the complainant needs an accommodation in order to file the complaint, s/he should inform the ADA Coordinator.

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

A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the ADA Coordinator and a copy forwarded to the complainant no later than 30 calendar days after filing.

The ADA Coordinator shall maintain the files and records for Clayton State University relating to the complaints filed.

The complainant may request a reconsideration of the case if s/he is dissatisfied with the resolution. The request for reconsideration should be made within 10 calendar days to the ADA Coordinator.

Other Remedies

The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, such as the filing of an ADA Complaint with the responsible Federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

Rule Construction

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

Other Procedures

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

Children on Campus Policy

Purpose

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

Definitions

- **Children:** Minors under age 18 and not enrolled at the University; for the purposes of this policy, the same allowances, restrictions and procedures apply whether more than one minor or a single minor, child, is involved.
- **Minors Enrolled as Students:** Properly enrolled students under age 18 have the rights and privileges of any other student in the classroom and on campus grounds and are subject to the University's Student Code of Conduct.
- **Supervised child:** If an adult is responsible for a child, and is directing his/her attention to the health, safety, or welfare of a child; and is accompanying a child for which he/she is responsible, the child shall be considered to be supervised.
- **Unsupervised child:** If an adult is responsible for a child, and is performing work, teaching, participating in class or is otherwise engaged in any activity that distracts his/her attention from the health, safety, or welfare of a child; or is not accompanying a child for which he/she is responsible, the child shall be considered to be unsupervised.

General Policy

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

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

- **University Grounds:** Supervised children of responsible-adult visitors and guests are encouraged to enjoy the campus grounds and are subject to the Use of Outdoor Facilities Policy (<http://www.clayton.edu/public-safety/Outdoor>).
- **Buildings, Offices and Work Spaces:** Supervised children are welcome to visit buildings, campus offices and non-instructional and non-hazardous work spaces for short, occasional visits when accompanied by a responsible adult.
- **Library:** Minors enrolled as students, as defined above, have the same library privileges as adult Clayton State University students. Children not enrolled as students are welcome to visit the library for short, occasional visits when accompanied by a responsible adult. All children must abide by Clayton State University Library policies related to the use of library resources and equipment.
- **Classrooms:** Attendance at class meetings should be limited to instructors, enrolled students, and prospective students and visitors invited by the instructor to participate in/contribute to student learning in the course.

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

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

University Housing

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

Childcare Emergencies

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

Unsupervised Children

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

Emergency Intervention

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

Guidance and Support

For an emergency involving a child on campus:

- Call Clayton State Department of Public Safety at (678) 466-4050.

Students who need to discuss a childcare concern:

- Division of Student Affairs/Dean of Students (678) 466-5444
- Counseling and Psychological Services (678) 466-5406

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

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 provided 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.

Student Resources and Services

- Academic Support Services (p. 282)
- Auxiliary Services (p. 285)

- Campus Centers and Activities (p. 288)
- Student Support Services (p. 290)

Academic Support Services

- Bursar’s Office (p. 282)
- Center for Academic Success (p. 282)
- Center for Advising and Retention (p. 283)
- Honors Program (p. 283)
- International Student Services (p. 283)
- Library (p. 284)
- New Student Orientation (p. 284)
- Office of Financial Aid (p. 284)
- Office of the Registrar (p. 285)
- Office of Undergraduate Admissions (p. 285)
- Testing Center (p. 285)

Bursar's Office

Location: Edgewater Hall - Second Floor
Telephone: 678-466-4295

The **Bursar’s Office/Student Accounts** is responsible for all the accounting functions for student billing, tuition & fee payments, refunds, loan collections, financial aid receipting, and registration from students for the institution. We are also responsible for all campus departmental deposits.

Types of service provided:

- Private Scholarships
- Nelnet Payment Plan
- Study Abroad payments
- Third Party Contracts
- Student Collections
- Housing payments

Hours of Operation

Monday & Tuesday, 8:00 a.m. - 7:00 p.m.¹
Wednesday & Thursday, 8:00 a.m. - 5:00 p.m.
Friday, 9:00 a.m. - 2:00 p.m.

¹ The office will close at 5:00 p.m. when classes are not in session. <http://www.clayton.edu/bursar>

Center for Academic Success

Location: Edgewater Hall, Room 276
Phone: 678-466-4070

The Center for Academic Success (CAS) provides free Peer Tutoring, Supplemental Instruction, Academic Success Services/Resources, and a warm, supportive study environment for currently enrolled Clayton State students.

Peer Tutoring

Throughout the Fall, Spring, and Summer semesters, the CAS provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects taught at the University. In addition to individual tutorial

services, the CAS also offers moderated study groups, informal study sessions, a comfortable study environment, and a student study lounge. In addition to the Center, the CAS offers peer tutoring at several campus locations: the University Center, the Athletic Lounge, Lakeview Discovery Science Center, Laker Hall, and Peachtree City.

Academic Success Services/Resources

CAS Academic Services enhance students' academic skills, help students gain confidence, and improve overall student performance. These services offer a structured, collaborative approach to support students and increases students' abilities to become more self-directed learners.

Services and resources include:

- Academic Success Workshops - on a variety of topics
- Academic Coaching
- Instructional Resources – online (<http://www.clayton.edu/cas>)
- Computer-based study behavior assessments (LASSI)
- Study rooms for both small group and individual study
- Faculty academic support through the Early Alert system.
- Athletics support through the Student Athlete Success Program

Supplemental Instruction

Supplemental Instruction (SI) is an academic support model that targets traditionally difficult courses at the undergraduate level by providing regularly scheduled, informal, peer-assisted review sessions on course materials outside the classroom. During SI study sessions students compare notes, discuss readings, predict test items and develop tools for more effective organization of course materials. This program is used in hundreds of colleges and universities around the world.

Academic Coaching

Academic Coaching offers students the opportunity to work in a one-on-one setting with a staff member in the CAS to enhance their academic skills, gain confidence, and improve performance. Coaches work with students year-round (fall, spring, and summer) to develop metacognitive, critical thinking skills that can help to simplify the learning process and overcome academic obstacles. The Academic Coaching process provides an atmosphere of support and collaboration, in which, coaches assist students in the development of an individualized success plan.

Hours of Operation

For current hours and information about the CAS, visit <http://www.clayton.edu/cas>

Center for Advising and Retention

Location: Magnolia Hall (formerly NBS), Room 143

The Center for Advising and Retention (CAR) is the centralized professional academic advising unit for Clayton State University. Its mission is to promote the success, retention, and progression of the university's undergraduate student population by effectively advising and assisting them along their educational journey and connecting them to resources and tools that support their academic and professional goals. The center houses academic advisors for each of the departments and majors who help facilitate students' transition from the first year advisors to the advisor who will assist them until degree completion. To ensure

students meet their academic requirements, advisors proactively monitor their progress & regularly correspond with them.

Hours of Operation

Monday & Tuesday 9:00 a.m. - 7:00 p.m.

Wednesday & Thursday 9:00 a.m. - 5:00 p.m.

Friday 9:00 a.m. - 2:00 p.m.

For more information about programs in the center, visit <http://www.clayton.edu/advising>.

Honors Program

The Honors Program at Clayton State University is designed to help academically talented students get "a step ahead." Honors Program students enroll in special enriched sections of Core Curriculum and elective courses.

In addition to the special class sections, Honors Program students have many opportunities for leadership training, community service, and close contact with key business and government leaders in the Atlanta region.

Students admitted to the program are eligible for Honors Scholarships (funding varies on an annual basis and is not available every year). Honors Program students are also encouraged to apply for HOPE scholarships, which may be awarded in addition to the Honors Program Scholarships.

Application Procedures

Application materials and other information are available on the Honors Program website: <http://www.clayton.edu/academics/initiatives/honors-program>. Note, Honors-Program curriculum requires Honors Students to take either Honors Critical Thinking or Honors Humanities (for students who enter with more than 30 hours) or both courses (for students entering with 30 or fewer hours). Honors Critical Thinking and Honors Humanities are offered only on the main campus of Clayton State University. Accordingly, online-only students cannot complete the coursework that is required in order to fulfill the Honors Program curriculum.

New and current students who show outstanding academic achievement are invited to apply for admission to the Honors Program.

Qualifications

For students with 30 or fewer hours of college credit:

- SAT-T 1100 or ACT-C 24
- Minimum high school GPA of 3.50

For students with more than 30 hours of college credit:

- 3.50 Overall GPA

Meeting minimum qualifications does not guarantee acceptance.

Please contact the Director, Dr. Alexander Hall, at (678) 466-4846 or AlexanderHall@Clayton.edu with any questions.

International Student Services

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

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

Services of the OIP are 3-fold and include:

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

Hours of Operation

Monday - Friday 8:30am – 5:30pm

Online: <http://www.clayton.edu/international-student-services>

Library

Location: Library building adjacent to University Center.

Telephone: 678-466-4346

URL: <http://clayton.edu/library>

The Clayton State Library offers a mix of print resources and online digital collections that support the university's curriculum and meet the diverse needs of its users. A newly renovated facility provides Library patrons with a comfortable and convenient space to study, the technology to connect to the latest research, and a variety of spaces to collaborate with classmates and colleagues.

The Library collections feature over 105,000 print volumes and access to approximately 455,000 electronic books. Through GALILEO, the statewide virtual library initiative, and the Library's own subscriptions, users have access to nearly 260 databases of academic content online. Clayton State students and faculty may also borrow from other libraries via Interlibrary Loan and the statewide service, GIL Express. This results in boundless access to information needed to succeed at Clayton State.

In addition to resources and collections, the Library offers quality research assistance and instruction to all users. Librarians consult with faculty members to coordinate information literacy instruction and ensure adequate curriculum support. Librarians and support staff are available throughout all 84 weekly hours of operation to assist users. Reference help is provided in person, over the phone, and online. Self-directed research guides and electronic resources are available online 24/7.

The Library is housed in a two-story facility with space for approximately 700 users. The upper level houses the reference collection while the lower level is home to the circulating collection, audiovisual materials, microforms, and bound periodicals. In addition to two classrooms, the upper level also offers a variety of seating options to meet the needs of small study groups or solo scholars. Both levels offer meeting space, desktop computers, photocopying, and printing stations. To support students' technology needs, the Library also loans laptops, DVD players, device chargers, and various other electronic equipment.

By offering a diverse array of resources, services, and space, the Clayton State Library supports the ever-evolving needs of its users. The Library is always eager to learn how to better support users and seeks feedback through any of the contact methods at <http://clayton.libanswers.com>.

New Student Orientation

Location: Edgewater Hall, Suite 218

Telephone: 678-466-4115

The New Student Orientation program is a division of the Office of Undergraduate Recruitment and Admissions. New Student Orientation facilitates and enhances the successful transition of all first year and transfer undergraduate students at Clayton State University.

New Student Orientation

Orientation offers new students and their families or guests an introduction to Clayton State University. All new students (some exceptions apply based on student status) are required to participate in the new student orientation programs. Orientation programs are offered for all new degree-seeking and certificate students, including transfer students.

Hours of Operation

Monday- Tuesday: 8:00 am – 7:00 pm

Wednesday-Thursday: 8:00am-5:00pm

Friday: 8:00 am-2:00pm

Online: <http://www.clayton.edu/orientation>

Office of Financial Aid

Location: Edgewater Hall, Room 102

Telephone: 678-466-4185

The Office of Financial Aid at Clayton State University is committed to providing quality financial aid services. We administer federal Title IV programs, State of Georgia programs, federal VA Education Benefits, and provide scholarship assistance to eligible students who seek financial educational funding via these resources. We provide excellent customer service and adhere to federal, state, and university regulations and staff peer financial counselors to assist with questions students might have concerning spending and budgeting their financial aid awards.

Hours of Operation

Monday -Tuesday 8:00am-7:00pm

Wednesday -Thursday 9:00am – 5:00pm

Friday 9:00am – 2:00pm

Office hours will vary during registration, holidays, and semester breaks. Check our website during those times for updated office hours, <http://www.clayton.edu/financial-aid>.

Office of the Registrar

Location: Edgewater Hall, Room 239
Telephone: 678-466-4145

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

- Transcript requests
- Verifications of enrollment
- Registration Management
- Withdrawals
- Transfer evaluations
- Readmission
- Graduation evaluations
- Commencement

Hours of Operation

Monday-Tuesday 8:00am – 7:00pm
Wednesday-Thursday 8:00am – 5:00pm
Friday 9:00am – 2:00 pm
Online: <http://www.clayton.edu/registrar>

Office of Undergraduate Admissions

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

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

- New Freshman
- Transfer Freshman
- Transfer
- Non-Traditional
- Dual Enrollment
- International
- Transient
- Post Baccalaureate
- Master's
- Post-Master's

Hours of Operation

Monday - Tuesday: 8:00am - 7:00pm
Wednesday - Thursday: 8:00am - 5:00pm
Friday: 8:00am - 2:00pm

Testing Center

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

Located at the Clayton State University East Campus, (<https://www.clayton.edu/about/campus-and-instructional-sites>) the Testing Center provides all university-wide testing, most program-wide testing,

and some community-wide testing. It has facilities for both paper-and-pencil and computerized tests, including:

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

Auxiliary Services

- Dining Services (p. 285)
- LakerCard Center (p. 286)
- Loch's Nest (p. 287)
- Smartprint/Copying (p. 287)
- The Loch Shop (p. 287)
- Vending Services (p. 287)

Dining Services

DineCSU

Telephone: (678) 466-4213

Dining on campus isn't one-size-fits-all. Our dining program is designed with student in mind and offers a variety of options. If you're looking to enjoy a sit-down meal with friends or a quick snack on the go, we've got something to fit every appetite.

Meal Plans

Meal plans are your best value for dining on campus. Some meal plans include Dining Dollars which are tax-exempt, making your money go a little farther. Residents of Laker Hall are required to select one of the semester meal plans during the Laker Hall contract process. Laker Village residents have the option to select any meal plan during the Housing contract process. All other students may purchase a meal plan in the LakerCard Center at any point during the semester. During the days of Bookstore Bucks, meal plans may be purchased in the LakerCard Center using available financial aid. Purchase with cash or card anytime.

Social Media

Follow us for promotions and discounts!

Facebook (<https://www.facebook.com/CSUAuxiliaryServices>)

Hashtag us: #dinecsu

All dining locations accept cash, credit, LakerBucks, and Dining Dollars!

For more information about Dining Services and meal plans, visit: dinecsu.com.

Lakeside Dining Hall

Location: University Center - First Floor

Telephone: 678-466-4211

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

- Hot entrées with sides
- Vegetarian options
- A full salad bar
- Make-your-own deli sandwiches
- Brick-oven pizza
- Hot-off-the-grill burgers
- Desserts and beverages

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

Need to eat in your office or on the run? Get a to-go meal with either our reusable to-go container or with our single-use biodegradable container. Additional details available at the Dining Hall.

Daily Menu (<https://menus.edudine.com/clayton-state-university>)
Visit us Online (<http://clayton.edudine.com/dininghall>)

The Grind Coffee House

A We Proudly Brew Starbucks location!

Location: University Center - Second Floor
Telephone: 678-466-4207

Wake up and smell the fresh-brewed selection of coffees. Relax or study as you enjoy a fresh salad or sandwich. Or, maybe you need a pick-me-up in the afternoon. The Grind Coffee House is a *We Proudly Brew Starbucks* serving all your favorite Starbucks coffees, coffee drinks, teas, and smoothies. The Grind also serves fresh-baked cookies, breakfast sandwiches, and delicious pastries. The Grind is a great place to get a snack on the run or meet up with friends and relax.

Chilaca

Location: Laker Hall Lobby
Telephone: 678-466-7474

Chilaca is fresh Mex at its best! Burritos, burrito bowls, tacos, and salads using fresh, high-quality ingredients, seasoned authentic meats and beans, and hot-off-the-press tortillas. It's a great location for an early dinner or a late-night study group in Laker Hall.

DaBrix Pizza

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

Da Brix offers a variety of custom-fired pizzas with fresh toppings. Choose from one of our signature pizzas or create your own pizza experience.

Sub Stand

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

Sub Stand offers a variety of made-to-order subs, wraps, and salads hand-crafted with the freshest of ingredients. Choose from one of our signature subs, or create your own sub or salad experience.

Lakeside Express

Location: University Center Commons

Lakeside Express is a food cart concept offering a different lunch menu option each day of the week. Each daily entrée is just \$5.99! Visit our website for daily menus. Lakeside Express also has a wide selection of grab-and-go foods and freshly-brewed Starbucks coffee.

Chick-fil-A Express

Location: Magnolia Hall lobby

Chick-fil-A Express is a quick-serve location offering the famous Chick-fil-A sandwich, waffle potato chips, chocolate chunk cookies, ice tea, and lemonade.

DineCSU Catering Services

DineCSU Catering Services is committed to making your student organization event a success. Our team of catering professionals is available to assist you with planning every aspect of your event. To plan your next event, or for further assistance, please contact Halina Skrzypek, DineCSU Catering Services Coordinator, at 678-466-4212 or email us at halinaskrzypek@clayton.edu. You can now order Catering for your event online through CaterTrax! Visit the catering website (<http://clayton.edudine.com/catering>) to set up your profile and to create and manage your online account. You can also make payments using the online wallet.

Catering Office Hours

Monday-Friday 9:00am-3:00pm

LakerCard Center

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

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

- The Loch Shop and Loch's Nest
- All Dining locations
- SmartPrint
- Student copying
- Dental Hygiene
- University Health Services
- Public Safety
- The Library

LakerCard Online (<http://lakercard.clayton.edu>) allows cardholders and guests to make deposits to the LakerBucks account and allows cardholders to manage their LakerCard and LakerBucks account online. Access LakerCard Online (<http://lakercard.clayton.edu>) by computer or mobile device. Log in with your CSU network login. Guests can visit LakerCard Online (<http://lakercard.clayton.edu>) to make a deposit. All they need is your last name and Laker ID number.

The LakerCard is required for using Bookstore Bucks at the Loch Shop, Loch's Nest, and online during the days of Bookstore Bucks at the beginning of each semester. The LakerCard is required to access your meal plan at the Lakeside Dining Hall and for using Dining Dollars.

For Laker Hall residents, the LakerCard provides access to Laker Hall and your suite. For Laker Village Phase 1 residents, the LakerCard provides access to your suite.

The LakerCard Center also provides the following services as a convenience:

- BankMobile (student refund) activation code support
- Meal Plan sales and support
- Fax services
- SmartPrint refunds and support
- Vending refunds and support
- Postage stamps and envelopes

For more information and hours, visit <http://www.lakercard.com>.

Loch's Nest

Location: University Center – Main Street
Telephone: (678) 466-LOCH (5624)

Loch's Nest is a convenience store and spirit shop in one location.

- Snacks and beverages
- Toiletries and medicines
- Blue Books and Scantrons
- CSU Logo merchandise

Loch's Nest accepts cash, credit, LakerBucks, and Bookstore Bucks (during days of Bookstore Bucks).

Visit us online (<https://www.clayton.edu/auxservices/lochs-nest>) and on Facebook (<http://www.facebook.com/Clayton-State-University-Auxiliary-Services-192547351403497>). (<http://www.instagram.com/lochshop>)

Hours of Operation (<http://www.clayton.edu/auxservices/lochs-nest>)

Smartprint/Copying

SmartPrint is the self-service student printing service on campus. Documents must be queued from your laptop computer using the SmartPrint print queues (install SmartPrint here (<http://www.clayton.edu/auxservices/smartprint/install>)) or from the GALILEO workstations in the Library. Print stations are located in:

- the Library,
- the University Center,
- Laker Hall,
- Clayton Hall,
- Magnolia Hall,
- Lakeview Science and Discovery Center,
- the Center for Academic Success,
- Continuing Education, and
- the Music Building.

Photo copiers are located in the Library. Both services accept LakerBucks exclusively for payment. For questions about SmartPrint, contact the LakerCard Center at (678) 466-4215.

Visit the SmartPrint website (<http://www.clayton.edu/auxservices/smartprint>) for more information.

The Loch Shop

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

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

- Textbooks and other required course materials, as requested by your professor
- E-books
- Laptops that meet CSU requirements
- CSU logo apparel and non-logo apparel
- CSU gift merchandise
- School and office supplies
- Backpacks
- Study Aids
- Snacks and beverages
- Graduation regalia and gifts

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

The Loch Shop offers several options for textbook purchases. We offer new textbooks, used textbooks, textbook rentals, and e-books. The Loch Shop also conducts a daily buyback program, except during our peak periods.

Visit the Loch Shop (<https://lochshop.bncollege.com/shop/clayton/home>) online for dates and times for Bookstore Bucks, as well as promotions and events. Also visit us on Facebook (<http://www.facebook.com/Clayton-State-University-Auxiliary-Services-192547351403497>) and Instagram (<https://www.instagram.com/lochshop>).

Hours of Operation (<http://www.clayton.edu/auxservices/the-loch-shop>)

Vending Services

Vending services are available across campus. Selections include soft drinks, water, juices, energy drinks, and snack items. All vending machines accept cash and credit cards. For questions or refunds, contact the LakerCard Center at (678) 466-4215.

Visit the Vending website (<http://www.clayton.edu/auxservices/vending>) for more information.

Campus Centers and Activities

- Intercollegiate Athletics (p. 288)
- Masterworks Chorus at Spivey Hall (p. 288)
- Music Drama Workshop (p. 288)
- Recreation and Wellness (p. 288)
- Spivey Hall (p. 288)
- Student Activities Center (p. 289)
- Student Government Association (p. 289)
- University Chorale (p. 289)
- University Jazz Band (p. 289)
- University Orchestra (p. 289)
- University Theatre (p. 290)

Intercollegiate Athletics

Location: The Loch (Athletics Center)
Telephone: 678-466-4678

Consisting of 11 NCAA Division II sports, along with cheerleading, Clayton State Athletics has been one of the more successful programs competing in the Southeast Region. Currently the Department offers cross country men's & women's (M/W), soccer (M/W), basketball (M/W), indoor and outdoor track & field (M/W) and men's golf.

In the relatively short 28-year history of the program, Lakers student-athletes have produced an incredible 131 national tournament appearances (122 NCAA, 9 NAIA), 18 Peach Belt Conference Regular Season Championships, 30 PBC Tournament Titles (19 by individuals) and 73 All-Americans, all with just 12 sports during that time.

Highlighting these performances is the 2010-11 women's basketball program, which claimed the first NCAA Division II National Championship in program history, doing so with a commanding 69-50 victory over Michigan Tech on March 25, 2011 in St. Joseph, Missouri.

In all, Clayton State has earned a total of 66 titles and every program has had at least four champions. Women's basketball has delivered an amazing 17 championships. Additionally, every program has had at least three appearances in a national tournament with women's cross country making 27 such trips.

Both soccer and basketball program's play their games on campus at Laker Field and The Loch, respectively. Clayton State students can watch all the action for free just by making sure they have their valid Laker ID. In addition to the tremendous competition in venue, each home game has promotions and concessions are available for purchase throughout the event.

Sports such as cross country, track & field and men's golf compete off campus but will often have one or more contests that are within easy driving distance during the season.

For coverage of everything Lakers, turn to *www.ClaytonStateSports.com* (<http://www.ClaytonStateSports.com>), the official online home of Clayton State Athletics. Fans can find all the information they need on their favorite team, including schedules, game times and full recaps.

The hours of operation for Athletics are determined greatly by the season and the home schedule of events at that time of the year. For anything

outside of those events, the Department is open from 8 a.m. through 5 p.m., Monday through Friday with the exception of national holidays.

All students are strongly encouraged to support their teams by attending games, meets, and matches. Admission to home events is free for Clayton State students with a LakerCard.

Hours of Operation

Monday-Friday 8 a.m.-5 p.m. except during home games
Online: <http://www.claytonstatesports.com/>

Masterworks Chorus at Spivey Hall

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

The Clayton State University community chorus, the Masterworks Chorus at Spivey Hall, is open to faculty, staff, members of the community, and CSU students. (CSU students do not receive course credit for this ensemble, and there is a nominal registration fee required for participation.) The Masterworks Chorus has one rehearsal each week (Tuesdays, 5:30-7:30) and performs a concert each fall and spring semester.

For information, contact Dr. Sean Vogt (SeanVogt@clayton.edu)

Online: <http://www.clayton.edu/vpa/Music/Community-Chorus>

Music Drama Workshop

Location: Music Education Building, Room 207
Telephone: 678-466-4759

The Music Drama Workshop presents one mainstage production of an opera, operetta, or musical in Spivey Hall every spring semester and often presents other performances in the fall or spring semesters. Participation in the Music Drama Workshop is open to students in all majors, pending a successful audition and enrollment in the appropriate course. Generally, ability to read music notation is expected for singing roles. Contact Dr. Kurt-Alexander Zeller (KurtZeller@clayton.edu) for more information.

Students selected for participation in Music Drama Workshop productions must enroll in MUSC 3570 in order to participate.

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

Recreation and Wellness

Location: Student Activities Center
Telephone: 678-466-4971
Website: <http://www.clayton.edu/recwell>

The Department of Recreation & Wellness (DRW) facilitates the physical, social, emotional, and intellectual development of the Clayton State University students and community by providing an environment that is fun, relaxing and supportive of holistic lifestyle practice. Further, the DRW provides opportunities for daily participation in recreation and leisure activities such as intramural sports, outdoor adventures, equipment rental, group exercise, personal training, and more. For more information, please visit the Fitness Center, located in the Student Activities Center.

Spivey Hall

Location: Spivey Hall

Telephone: 678-466-4200

Clayton State University's Spivey Hall has been in existence since 1991. An elegant, intimate recital hall with 392 seats, Spivey Hall has won international acclaim for its superb acoustics and the artistic excellence of its annual concert series featuring outstanding international classical, jazz and world-music artists. Equally important are its music education programs, serving some 18,000 students from 18 metro-Atlanta counties each year. Because of its high-quality programming, Spivey Hall draws audiences from throughout Georgia and the Southeast, serving more than 35,000 people annually. Performances by Spivey Hall musicians are frequently heard on nationally-broadcast public-radio programs reaching 1.2 million people in 250 markets across North America. Spivey Hall also supports Clayton State University's growing Department of Visual and Performing Arts program and serves as a valuable performance venue for numerous regional music ensembles.

- Group tours available by appointment
- Clayton State students never pay more than \$10 – based on availability
- Guests (over the age of 12) attending with CSU students are also \$10 – based on availability
- While enrolled in music appreciation at CSU, concerts are free with an advanced reservation¹
- Music majors attend all concerts free with an advance reservation¹
- CSU students may attend, free of charge, Spivey Hall's wide variety of Young People's Concerts offered during the week

¹ Free tickets must be picked up at least 15 minutes prior to concert start time.

Box Office Hours

Monday-Friday: 9:00 am – 5:00 pm

Online: <http://www.spiveyhall.org/>

Student Activities Center

Location: Student Activities Center

Telephone: 678-466-5433

Website: <http://www.clayton.edu/student-activities-center>

The Student Activities Center (SAC) is the hub for student activities, student organizations, programming and events, fitness, intramural sports, recreation, and fun and social experiences at Clayton State University! The Departments of Campus Life and Recreation and Wellness are located in the Student Activities Center.

Our 62,000 square foot state of the art facility is equipped with a 4,800 square foot ballroom, a high-tech, up-beat fitness center with a full range of cardio and strength training equipment, an attractive outdoor green space and other auxiliary spaces including an interactive game room, a Student Organization Suite, intramural basketball courts, and a lounge area. For more information, please visit the Administrative Suite upstairs on the 2nd Floor in the SAC.

Student Government Association

Location: Student Activities Center, Room 203

Telephone: 678-466-5435

The Student Government Association (SGA), the official student governing organization of Clayton State University, is comprised of

elected student representatives and is charged with promoting the general welfare of the student body. The SGA works to obtain and enlist student input and recommends appropriate policies and initiatives to the University committees or the administration. The SGA works directly with the Division of Student Affairs to address student issues and concerns. The SGA also facilitates communication between Clayton State students, university administration and the Board of Regents. SGA representatives also serve on various University, SGA, and University System of Georgia standing committees. Refer to the SGA website for more information about its structure, activities, and elections process.

Hours of Operation

Varies

Online: <http://www.clayton.edu/sga>

University Chorale

Location: Music Education, Room 156

Telephone: 678-466-4757

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

Students must enroll in the course to participate (one hour credit, may be repeated for credit): MUSC 1710 Major Ensemble or MUSC 3410 Major Ensemble (Chorale section). The Chorale class meets four days each week: MW 2:10-3:25 AND TR 2:10-3:00 in M 157.

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

University Jazz Band

Location: Music Education, Room 209

Telephone: 678-466-4760

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

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

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

University Orchestra

Location: Music Education Building, Room 148

Telephone: 678-466-4745

The Clayton State University Orchestra performs on campus throughout the year, including concerts together with the Southern Crescent Symphony Orchestra. Participation in the Clayton State University Orchestra is open to students in all majors, pending a successful audition and enrollment in the appropriate course. Contact Dr. Richard Bell (RichardBell@clayton.edu) for more information.

Students must enroll in the course to participate (one hour credit, may be repeated for credit): MUSC 1710 Major Ensemble or MUSC 3410 Major Ensemble (Orchestra section). Orchestra class meetings/rehearsals are MR 5:00-6:15 pm **and** T 7:15-9:15 pm in M 150.

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

University Theatre

Location: Arts & Sciences Building, Room G-132

Telephone: 678-466-4740

The Clayton State University Theatre program presents two to three mainstage productions on campus each year. Participation in a mainstage theatre production is open to students in all majors, pending department approval and enrollment in the appropriate course. Contact Ms. Shontelle Thrash (ShontelleThrash@clayton.edu) for more information.

Students selected for participation in theatrical productions must enroll in the appropriate course in order to participate:

Code	Title	Credit Hours
THEA 1990	Play Development	3
THEA 2990 or THEA 3991	Intermediate Play Development Advanced Play Development I	3
THEA 3992 or THEA 3993	Advanced Play Development II Advanced Play Development III	3

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

Student Support Services

- Counseling and Psychological Services (p. 290)
- Department of Campus Life (p. 290)
- Disability Resource Center (p. 290)
- Division of Student Affairs (p. 291)
- Office of Career Services (p. 291)
- Office of Community Standards (p. 292)
- Office of Information Technology and Services (p. 292)
- University Advancement (p. 292)
- University Health Services (p. 292)
- University Housing and Residence Life (p. 293)
- Veterans Resource Center (p. 293)

Counseling and Psychological Services

Location: Edgewater Hall, Room 245

Telephone: 678-466-5406

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

- Individual and group counseling for personal issues including depression, stress, anxiety, and relationship concerns
- Couples counseling
- Psychiatric consultation and medication management
- Online counseling
- Mindfulness meditation classes
- Massage chair and relaxation room
- Presentations on topics including stress management, healthy relationships, domestic violence, and alcohol use
- Online: confidential mental health screenings, virtual relaxation room

Hours of Operation

Monday – Friday 8:00am-5:00 pm; check website for evening hours.

Online: <http://www.clayton.edu/counseling>

Department of Campus Life

Location: Student Activities Center

Telephone: 678-466-5433

Website: <http://www.clayton.edu/campus-life>

The Department of Campus Life is the home of student involvement and helps students learn and develop by getting them engaged outside of the classroom. The Department of Campus Life seeks to provide co-curricular opportunities for students to engage in transformational experiences that enhance their holistic development. Our vision is to empower our students with the skill sets and confidence to be ethical and engaged citizens in an ever-changing world. Students are able to participate in high-impact programs including Student Organizations, Fraternity and Sorority Life, Diversity Education, Leadership Development, and Volunteer Opportunities to meet the needs of our diverse student body and foster holistic development. For more information, please visit the Administrative Suite upstairs on the 2nd Floor in the SAC.

Disability Resource Center

Location: Edgewater Hall, Suite 255

Telephone: 678-466-5445

The **Disability Resource Center**, in partnership with the university community, strives to create an accessible, inclusive campus where students with disabilities have an equal opportunity to fully participate in and benefit from all aspects of the educational environment. In accordance with the ADA and related laws, we provide accommodations to support physical and programmatic access, as well as related services, to CSU students with documented disabilities. The DRC serves as a resource for students, faculty, staff and the community regarding disability issues.

Students with disabilities seeking accommodations or services should submit appropriate documentation to determine eligibility. Documentation guidelines, additional information and necessary forms are available in our office and on our website. Under the law, a disability is a condition that substantially limits one or more major life activities. Disabilities include, but are not limited to:

- Cognitive disabilities (LD, ADHD, brain injury, etc.)
- Autism Spectrum Disorders
- Psychological disabilities
- Sensory disabilities (visual, hearing)

- Motor/mobility disabilities
- Speech/language disabilities
- Chronic health impairments

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

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

Hours of Operation

Monday – Friday 8:00am – 5:00pm

Evening test administration (Monday – Thursday until 7:00pm.), by appointment, with a minimum of one week's notice

Online: <http://www.clayton.edu/drc>

Division of Student Affairs

Location: University Center, Room 250

Telephone: 678-466-5444

Clayton State University's Division of Student Affairs supports and empowers a diverse campus community in an evolving society with educational, experiential, and engaging services, programs, and initiatives. We value excellence, diversity and respect for others, integrity, and support the University's commitment to community and civic engagement. The Division of Student Affairs works in collaboration with the University community to promote student success.

Included under the Division of Student Affairs:

- Housing and Residence Life,
- Student Activities Center,
- University Health Services,
- Career Services,
- Campus Life (Leadership Development, Greek Life and Volunteer Center),
- Community Standards,
- Disability Resource Center,
- Counseling and Psychological Services,
- Recreation and Wellness,
- Student Affairs Business Office,
- Veterans Resource Center,
- Campus Visitor and Information Services, and
- Student Government Association.

Hours of Operation

Monday - Friday: 8:00am-5:00pm

Online: <http://www.clayton.edu/student-affairs>

Office of Career Services

Location: Edgewater Hall, Room 228

Telephone: 678-466-5400

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

- Career counseling
- Career testing
- Seminars and workshops related to professional development and an effective job or career search
- Resume critiques
- Practice interviews
- Internship and Co-op Assistance
- Job Shadowing Assistance
- Mentoring Program
- Workshops and Club Presentations
- Online access to employment and internship opportunities through Laker CareerZone
- Employer networking opportunities
- On-campus recruiting and interviewing
- Individual career coaching
- Five annual career or job fairs
- Job search assistance
- Graduate School assistance

Internships and Cooperative Education

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

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

- Complete at least one full semester at Clayton State;
- Earn the appropriate number of credit hours (baccalaureate degree - 30 hours; associate degree - 18 hours; certificate - 12 hours);

- Maintain Good Academic Standing;
- Complete all course prerequisites;
- Obtain prior approval from the appropriate faculty coordinator by providing evidence that the experience is directly related to the student's program of study.

After a student is offered and accepts a position, he or she must articulate clear learning objectives on the *Internship Learning Agreement Form* which provides a statement of understanding between the student, the University, and the internship site and is used to document student progress. Any student who fails to submit a completed *Internship Learning Agreement Form* by the deadline is subject to being withdrawn from the course.

Hours of Operation

Monday – Friday 8:00a.m. – 5:00p.m.
Evening hours by appointment

Online: <http://www.clayton.edu/career>
Email: career@clayton.edu

Office of Community Standards

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

The Office of Community Standards works to educate students on their rights and responsibilities in the University Community, and through its processes and procedures, ensures accountability for improper behavior, upholds the requirements of due process, and when applicable, levies fair, appropriate, and educational disciplinary sanctions for conduct violations. Services include:

- Conflict resolution and mediation training and services
- Alcohol education and sexual assault awareness training
- Peer health education
- Programming on ethics, integrity, and civility
- Experiential and leadership opportunities for students, faculty, and staff
- Resources for faculty about Academic Misconduct

Hours of Operation:

Monday - Friday: 8:00am-5:00pm
Online: <http://clayton.edu/community-standards>.

Office of Information Technology and Services

The HUB

Location: University Center, Room 101
Telephone: 678-466-HELP (4357)
Online: <http://help.clayton.edu> (preferred method of contact)
theHub@clayton.edu

The HUB is the frontline technical support center for Clayton State University. We provide support for student, faculty, and staff technical problems both inside and outside the classroom. We provide support students with access to and operation of Clayton State applications and

resources. We strive to make sure technology enhances the learning process at CSU.

- Technical support for computer devices and campus connectivity
- Hardware and software troubleshooting services
- Preferred vendor hardware repairs
- Software installation assistance and troubleshooting
- Workshops and individual assistance with all campus supported software and training

Hours of Operation

Monday – Thursday 8:30am – 7:00pm
Friday 8:30am – 1:00pm
Online: <http://help.clayton.edu>

Printing Services

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

Printing Services provides printing and copying services for Clayton State University faculty, staff, and students.

Printing Services student services include:

- Poster printing for student projects and presentations
- Posters, flyers, tickets, handbills for Student Organizations (coordinated with the Office of Campus Life)
- Student project laminating and bindery services
- Consultation on layout and design

Hours of Operation

Mon.-Fri.: 8:00am-5:00pm
Online: <http://www.clayton.edu/media>

University Advancement

Location: Clayton State East - Woodlands Hall, 2nd Floor
Telephone: 678-466-4464

The Division of University Advancement supports the mission of Clayton State University by building ongoing relationships with alumni, students, faculty, staff, friends, corporations, and foundations; generating financial resources; and promoting the University's strategic messages to various audiences.

Hours of Operation

Monday - Friday: 8 a.m. to 5 p.m.
Online: <http://www.clayton.edu/University-Advancement>

University Health Services

Location: Laker Village, 1000 Building
Telephone: (678) 466-4940

University Health Services (UHS) is available to meet the healthcare needs of CSU students at its location in Laker Village Apartments, Building 1000. Services provided include illness and injury care, immunizations, sports and employer physicals, GYN care, allergy and asthma treatments, preventive care, prescription management, laboratory services, office procedures, referrals to specialists, STD testing, birth control and health education. Appointments may be scheduled in

advance but walk-ins are always welcome when a physician or nurse practitioner is available in the clinic. Self-scheduling is available via the patient portal (information below).

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

Hours of Operation

Monday-Friday 7 a.m. - 5 p.m.

Friday 8 a.m. - 3 p.m.

Closed Saturday, Sunday and CSU holidays.

Online: <http://www.clayton.edu/uhs> (patient portal, current fee schedule, and additional information). Login using your SWAN ID.

University Housing and Residence Life

Location: University Housing Office, Laker Village

Telephone: 678-466-4663

Location: 24-hour Community Desk, Laker Hall

Telephone: 678-466-5130

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

Additional facility amenities include:

- Live-In Professional and Para-professional staff
- Easy access to campus resources and activities
- Suite-style rooms
- Snack Café, Laker Hall
- Success Center, Laker Hall
- Wireless high-speed internet
- Cable Television and IPTV xFinity on Campus
- Laundry Facilities
- Game Room
- Swimming Pool (seasonal)

Hours of Operation

Monday-Friday: 8:00am-5:00pm

Refer to the website for additional hours of operation.

Online: <http://www.clayton.edu/housing>

Veterans Resource Center

Location: Edgewater Hall, Room 115

Telephone: 678-466-5527

Email: VeteransResourceCenter@clayton.edu

The Veterans Resource Center (VRC) of Clayton State University provides support to Veterans, Active Duty, Reservists, National Guard, and their family members in accomplishing their academic goals. We offer a variety of programs and activities to engage our Veterans and all military-affiliated students as members of the Laker community.

In the VRC you can meet other individuals who understand military culture, learn about on and off campus resources, utilize our study area or computers, or stop by and grab a hot cup of coffee and enjoy great conversation. Ultimately, the VRC staff is dedicated to being there for you throughout your academic career.

For more information, visit our website at <http://www.clayton.edu/veterans-resource-center>

CATALOG A-Z INDEX

CATALOG CONTENTS

- Academic Catalog and Student Handbook (p. 7)
 - Academic Calendar (p. 8)
 - Academics (p. 26)
 - College of Arts and Sciences (p. 26)
 - Department of Biology (p. 27)
 - Biology, BS (p. 27)
 - Biology, BS, Secondary Education Concentration (p. 29)
 - Biology, Minor (p. 29)
 - Department of Chemistry and Physics (p. 29)
 - Chemistry + Chemical Engineering Dual Program (p. 33)
 - Chemistry, BS (p. 30)
 - Chemistry, Minor (p. 35)
 - Forensic Science, Minor (p. 36)
 - Integrative Studies, Pre-Engineering Concentration, AS (p. 34)
 - Integrative Studies, Pre-Pharmacy Concentration, AS (p. 35)
 - Physics, Minor (p. 37)
 - Department of English (p. 37)
 - English, BA (p. 38)
 - English, BA and Liberal Studies, MA, Combined Degree (p. 39)
 - English, BA, Secondary Education Concentration (p. 39)
 - English, Minor (p. 40)
 - Department of Humanities (p. 42)
 - French, BA (p. 42)
 - French, Minor (p. 43)
 - History BA, Secondary Education Concentration (p. 43)
 - History, BA (p. 45)
 - History, Minor (p. 46)
 - Philosophy, BA (p. 46)
 - Philosophy, Minor (p. 47)
 - Spanish, BA (p. 47)
 - Spanish, Minor (p. 48)
 - Department of Interdisciplinary Studies (p. 49)
 - Administrative Management, BAS (p. 49)
 - African American Studies, Minor (p. 50)
 - Aviation Administration, Minor (p. 51)
 - Homeland Security/Emergency Management, BAS (p. 51)
 - Homeland Security/Emergency Management, Minor (p. 52)
 - Integrative Studies, AA (p. 52)
 - Integrative Studies, AS (p. 53)
 - Integrative Studies, BS (p. 53)
 - Liberal Studies, BA (p. 54)
 - Technology Management, BAS (p. 55)
 - Women's and Gender Studies, Minor (p. 56)
 - Department of Psychology (p. 57)
 - Psychology and Human Services, BS (p. 57)
 - Psychology and Human Services, BS (online option) (p. 58)
 - Psychology, Minor (p. 59)
 - Department of Social Sciences (p. 59)
 - Criminal Justice, BS (p. 59)
 - Criminal Justice, Minor (p. 60)
 - Legal Studies, BS (p. 60)
 - Paralegal Studies, AAS (p. 61)
 - Paralegal Studies, Certificate (p. 62)
 - Political Science and Government Studies, BS (p. 62)
 - Political Science, Minor (p. 63)
 - Pre-Law, Minor (p. 63)
 - Social Work, Minor (p. 64)
 - Sociology, BS (p. 64)
 - Sociology, Minor (p. 65)
 - Department of Visual and Performing Arts (p. 71)
 - Art, Minor (p. 71)
 - Communication and Media Studies, BA (p. 72)
 - Communication and Media Studies, Minor (p. 74)
 - Corporate Communication, Minor (p. 75)
 - Film Production, AA (p. 75)
 - Film Production, BA (p. 76)
 - Film, Minor (p. 77)
 - Music Education, BM (p. 77)
 - Music, BA (p. 80)
 - Music, Minor (p. 81)
 - Theatre, BA (p. 81)
 - Theatre, Minor (p. 82)
 - School of Education (p. 65)
 - Education Specialties, Minor (p. 68)
 - Elementary Education, BS (p. 69)
 - Middle Level Education, BA (p. 69)
- College of Business (p. 82)
 - Department of Accounting, Business Law , Economics, and Finance (p. 85)
 - Accounting, BBA (p. 85)
 - Accounting, Minor (p. 87)
 - Business Economics, Minor (p. 87)
 - Finance, Minor (p. 87)
 - Department of Management (p. 87)
 - Business for Non-BBA Majors, Minor (<https://catalog.clayton.edu/academic-catalog/business/management/business-non-bba-majors-minor>)
 - Entrepreneurship and Innovation, Minor (p. 88)
 - General Business, BBA (<https://catalog.clayton.edu/academic-catalog/business/management/general-business-bba>)
 - Management, BBA (p. 88)
 - Department of Marketing and Supply Chain Management (p. 89)
 - Marketing, BBA (p. 90)
 - Marketing, Minor (p. 91)

- Professional Sales, Minor (p. 92)
 - Supply Chain Management, BBA (p. 92)
 - Supply Chain Management, Minor (p. 93)
- College of Health (p. 93)
 - Department of Dental Hygiene (p. 94)
 - Dental Hygiene, BS (p. 95)
 - Double Bachelor's Degrees in Dental Hygiene and Health Care Management (p. 96)
 - RDH-BSDH Completion Track (p. 96)
 - Department of Health Care Management (p. 97)
 - Health Care Management, BS (p. 98)
 - Health Sciences, BS (p. 99)
 - Health and Fitness Management Program (p. 100)
 - Health & Fitness Management, Minor (p. 100)
 - Health and Fitness Management, BS (p. 101)
 - School of Nursing (p. 102)
 - Double Bachelor Degrees in Nursing and Health Care Management (p. 103)
 - Nursing, BSN (p. 103)
 - RN-BSN Completion Track (p. 104)
- College of Information and Mathematical Sciences (p. 105)
 - Department of Computer Science and Information Technology (p. 106)
 - Computer Science, BS (p. 107)
 - Computer Science, Minor (p. 108)
 - Information Technology, AAS (p. 108)
 - Information Technology, BIT (p. 109)
 - Information Technology, Minor (p. 110)
 - Department of Mathematics (p. 110)
 - Mathematics, BS (p. 110)
 - Mathematics, BS, Secondary Education Concentration (p. 111)
 - Mathematics, Minor (p. 112)
 - Pathways to Engineering (p. 112)
 - Dual Degree Options (p. 113)
 - REPP - Regents' Engineering Pathways Program (p. 118)
- School of Graduate Studies (p. 119)
 - Archival Studies, MAS (p. 119)
 - Business Administration, MBA (p. 120)
 - Clinical/Counseling Psychology, MS (p. 124)
 - Family Nurse Practitioner, Post-Master's Certificate (p. 126)
 - Health Administration, MHA (p. 127)
 - Human Resource Leadership, Post-Master's Certificate (p. 128)
 - International Business, Post-Master's Certificate (p. 128)
 - Liberal Studies, MA (p. 129)
 - Master of Arts in Teaching, MAT (p. 132)
 - Master of Strategic Leadership Development, MSLD (<https://catalog.clayton.edu/academic-catalog/graduate-studies/master-strategic-leadership>)
 - Nursing, MSN (p. 131)
 - Public Administration, MPA (p. 125)
- Supply Chain Analytics, MS (<https://catalog.clayton.edu/academic-catalog/graduate-studies/supply-chain-analytics-ms>)
- Supply Chain Management, Post-Master's Certificate (p. 132)
- Admissions Information (p. 231)
 - General Admissions Policies (p. 231)
 - Georgia Residency Status (p. 231)
 - Lawful Presence Verification (p. 232)
 - Servicemembers Opportunity College (p. 232)
 - Students 62 Years of Age or Older (p. 232)
- Graduate Admissions (p. 239)
 - Application for Admission (p. 240)
 - Changing Semester of Application (p. 241)
 - Changing Semester of Entry (p. 241)
 - College Transcripts (p. 240)
 - Communication (p. 239)
 - Departmental Requirements (p. 240)
 - Graduate Assistantships (p. 241)
 - International Students (p. 240)
 - Medical Insurance (p. 240)
 - Non-Degree Admission (p. 239)
 - Provisional Admission (p. 239)
 - Reentry Applications (p. 241)
 - Requirements for Graduate Applicants (p. 239)
 - Retention of Records (p. 241)
 - Test Scores (p. 240)
 - Transient Admission (p. 239)
- Undergraduate Admissions (p. 232)
 - Academic Renewal (p. 238)
 - Denial of Admission (p. 237)
 - Dual Enrollment & Early Admission of High School Students (p. 233)
 - Freshmen and Recent High School Graduates (p. 233)
 - International Students (p. 236)
 - New Student Orientation (p. 237)
 - Non-degree (p. 237)
 - Non-Traditional Students (p. 234)
 - Post-Baccalaureate Students (p. 237)
 - Readmission of Former Clayton State Students (p. 237)
 - Requirements for Undergraduate Applicants (p. 232)
 - Transfer Students (p. 235)
 - Transient Students (p. 236)
- Courses (p. 135)
 - Graduate Level Courses (p. 135)
 - Accounting (ACCT) (p. 135)
 - Art (ART) (p. 136)
 - Biology (BIOL) (p. 136)
 - Business (BUSA) (p. 137)
 - Computer Science (CSCI) (<https://catalog.clayton.edu/courses/graduate-level-courses/csci>)
 - Criminal Justice (CRJU) (p. 137)
 - Economics (ECON) (p. 139)
 - Education (EDUC) (p. 139)
 - English (ENGL) (p. 139)

- Finance (FINA) (p. 141)
- Health Care Management (HCMG) (p. 141)
- Health Related Studies (HLTH) (p. 142)
- History (HIST) (p. 143)
- Interdisciplinary Studies (IDST) (p. 143)
- Liberal Studies (MALS) (p. 143)
- Management (MGMT) (p. 143)
- Marketing (MKTG) (p. 144)
- Mathematics (MATH) (p. 145)
- Mathematics Education (MAED) (p. 146)
- Nursing (NURS) (p. 146)
- Philosophy (PHIL) (p. 148)
- Political Science (POLS) (p. 148)
- Psychology (PSYC) (p. 149)
- Science (SCI) (p. 150)
- Supply Chain Management and Logistics (SCML) (<https://catalog.clayton.edu/courses/graduate-level-courses/scml>)
- University Foundations (CSU) (p. 150)
- Undergraduate Level Courses (p. 150)
 - Accounting (ACCT) (p. 152)
 - African American Studies (AFAM) (p. 153)
 - Art (ART) (p. 154)
 - Astronomy (ASTR) (p. 154)
 - Aviation Administration (AVIA) (p. 155)
 - BA-Liberal Studies (BALS) (p. 155)
 - Biology (BIOL) (p. 155)
 - Business (BUSA) (p. 161)
 - Business Law (BLAW) (p. 161)
 - Chemistry (CHEM) (p. 161)
 - Communication/Media Studies (CMS) (p. 165)
 - Communications (COMM) (p. 168)
 - Computer Science (CSCI) (p. 170)
 - Computing (CPTG) (p. 172)
 - Criminal Justice (CRJU) (p. 172)
 - Critical Thinking (CRIT) (p. 175)
 - Dance (DANC) (p. 175)
 - Dental Hygiene (DHYG) (p. 175)
 - Economics (ECON) (p. 176)
 - Education (EDUC) (p. 177)
 - ENGL to Speakers of Other Lang (ESOL) (p. 181)
 - English (ENGL) (p. 181)
 - Environmental Science (ENVS) (p. 183)
 - Experiential Learning-Alternat (EXLA) (p. 183)
 - Experiential Learning-Intern (EXLI) (p. 183)
 - Experiential Learning-Parallel (EXLP) (p. 183)
 - Film (FILM) (p. 184)
 - Finance (FINA) (p. 187)
 - Forensic Science (FOSC) (p. 187)
 - French (FREN) (p. 188)
 - Geology (GEOL) (p. 189)
 - Health & Fitness Management (HFMG) (p. 189)
 - Health Care Management (HCMG) (p. 190)
 - Health Related Studies (HLTH) (p. 191)
 - Health Sciences (HSCI) (p. 193)
 - History (HIST) (p. 193)
 - Homeland Security Emerg Mgmt (HSEM) (p. 197)
 - Human Services (HMSV) (p. 197)
 - Humanities (HUMN) (p. 198)
 - Info Design and Production (ITMM) (p. 198)
 - Information Database Admin (ITDB) (p. 198)
 - Information Tech Foundation (ITFN) (p. 198)
 - Information Tech Network (ITNW) (p. 200)
 - Integrative Studies (INTE) (p. 200)
 - Italian (ITAL) (p. 200)
 - Journalism (JOUR) (p. 201)
 - Language Arts/Reading (LART) (p. 201)
 - Latin (LATN) (p. 201)
 - Legal Studies (LGST) (p. 202)
 - Management (MGMT) (p. 202)
 - Marketing (MKTG) (p. 203)
 - Mathematics (MATH) (p. 204)
 - Military Science Leadership (MSL) (p. 207)
 - Music (MUSC) (p. 207)
 - Nursing (NURS) (p. 210)
 - PACE Academic Community Engagement (EXEL) (p. 211)
 - Paralegal Studies (PARA) (p. 211)
 - Philosophy (PHIL) (p. 212)
 - Physics (PHYS) (p. 212)
 - Political Science (POLS) (p. 213)
 - Psychology (PSYC) (p. 216)
 - Science (SCI) (p. 219)
 - Social Science (SOSC) (p. 219)
 - Sociology (SOCL) (p. 220)
 - Spanish (SPAN) (p. 221)
 - Studies Abroad (STAB) (p. 223)
 - Supply Chain Mgmt Logistics (SCML) (p. 223)
 - Technology Management (TECH) (p. 224)
 - Theater (THEA) (p. 227)
 - University Foundations (CSU) (p. 228)
 - Web BIT (WBIT) (p. 228)
 - Women's Studies (WST) (p. 230)
- Degree Programs (p. 23)
- Financial Information (p. 242)
 - Bad Check and Delinquent Account Policy (p. 243)
 - Books, Software, and Other Costs (p. 242)
 - Elective Fees and Special Charges (p. 242)
 - Financial Aid (p. 244)
 - BankMobile Student Refunds (p. 244)
 - Financial Aid Eligibility (p. 245)
 - Financial Aid and Payment Plan (p. 244)
 - General Regulations on Tuition (p. 242)
 - Mandatory Fees (p. 242)
 - Military Refunds (p. 243)
 - Out-of-State Tuition Waivers (p. 243)

- Refund Policy (p. 243)
- Refunds in the Event of Death (p. 243)
- Regents' Tuition Assistance Program (p. 243)
- Return of Title IV Student Aid (p. 244)
- Third-Party Billing (p. 243)
- Tuition (p. 242)
- General Information (p. 9)
 - Accreditation and Approvals (p. 20)
 - General University Policies (p. 21)
 - Governance (p. 9)
 - Board of Regents (p. 9)
 - Deans (p. 10)
 - Emeriti (p. 18)
 - Faculty (p. 10)
 - Office of the President (p. 9)
 - University System of Georgia (p. 9)
 - Mission of the University (p. 20)
 - University History (p. 20)
 - University System of Georgia Member Institutions (p. 21)
- Graduation Requirements (p. 246)
 - Graduate Graduation Requirements (p. 250)
 - Application for Graduation (p. 250)
 - Grade Point Average (p. 250)
 - Graduate Major Requirements (p. 250)
 - Residency Requirement (p. 250)
 - Total Hours Requirement (p. 250)
 - Undergraduate Graduation Requirements (p. 246)
 - Application for Graduation (p. 250)
 - Bachelor of Applied Science Core Curriculum (p. 248)
 - Core Curriculum (Areas A-E) (p. 246)
 - General Certificate Requirements (p. 249)
 - Georgia History and Constitution Requirements (p. 249)
 - Grade Point Average (p. 249)
 - Grade Requirements for Specific Courses (p. 249)
 - Lower Division Required Coursework (p. 248)
 - Other Graduation Requirements (p. 249)
 - Residency Requirement (p. 249)
 - Total Hours Requirement (p. 249)
 - Upper Division Major Requirements (p. 248)
- Rules and Regulations (p. 251)
 - Auditing Courses (p. 253)
 - Basic Student Responsibilities (p. 251)
 - Computer Devices (p. 251)
 - Credit Hours (p. 254)
 - Cross Registration in the Atlanta Regional Council for Higher Education (p. 253)
 - Graduate Specific Rules and Regulations (p. 260)
 - Academic Advisement (p. 260)
 - Academic Progression (<https://catalog.clayton.edu/rules-regulations/graduate-specific-rules-regulations/academic-progression>)
 - Course Overload (p. 260)
 - Course Repeat Policy (p. 261)
 - Final Examinations (p. 262)
 - Full-Time Course Load (p. 260)
 - Grading System (p. 261)
 - Half-Time Course Load (p. 260)
 - International Student Course Load (p. 260)
 - Policy on Transfer Credit at the Master's Level (p. 261)
 - Late Registration and Changing Schedules (p. 253)
 - No Show Policy (p. 252)
 - Online Instruction (p. 253)
 - Prerequisites and Corequisites (p. 252)
 - Registering for Courses (p. 252)
 - Undergraduate Specific Rules and Regulations (p. 255)
 - Academic Advisement (p. 255)
 - Academic Honors (p. 260)
 - Academic Standing (p. 259)
 - Classification of Students (p. 257)
 - Course Overload (p. 255)
 - Course Repeat Policy (p. 258)
 - Declaring and Changing Majors (p. 255)
 - Grade and Academic Appeals (p. 259)
 - Grading System (p. 258)
 - Learning Support Requirements (p. 259)
 - Prior Learning Assessments (p. 255)
 - Required First Year Experience Program Policy (p. 255)
 - University Attendance Policy (p. 252)
 - Withdrawal from Courses (p. 253)
- Student Handbook (p. 263)
 - Student Policies (p. 263)
 - Academic Honesty (p. 281)
 - ADA Appeals and Grievances (p. 279)
 - Cheating on Examinations (p. 282)
 - Children on Campus Policy (p. 280)
 - Code of Conduct (p. 263)
 - Academic Conduct Regulations (p. 263)
 - General Conduct Regulations (p. 265)
 - University Housing Policies (p. 268)
 - Disciplinary Procedures (p. 270)
 - Adjudicating Alleged Academic Conduct Infractions (p. 273)
 - Adjudicating Alleged General Misconduct Infractions (p. 272)
 - Appeal Process (p. 276)
 - Disciplinary Sanctions (p. 275)
 - Disruptive Student Behavior (p. 270)
 - Due Process and Student Rights (p. 273)
 - Hearing Procedures (p. 274)
 - Initiation of Charges, Resolution & Adjudication Options (p. 271)
 - Overview of the Conduct Process (p. 271)
 - Procedural Standards (<https://catalog.clayton.edu/student-handbook/student-policies/disciplinary-procedures/procedural-standards>)
 - University Hearing Authority (p. 272)
 - Evidence and Burden of Proof (p. 282)

- Falsification (p. 282)
- Graduate Academic Appeals Process (p. 278)
- Multiple Submissions (p. 282)
- Plagiarism (p. 281)
- Student Complaint Policy (p. 277)
- Unauthorized Collaboration (p. 282)
- Student Resources and Services (p. 282)
 - Academic Support Services (p. 282)
 - Bursar's Office (p. 282)
 - Center for Academic Success (p. 282)
 - Center for Advising and Retention (p. 283)
 - Honors Program (p. 283)
 - International Student Services (p. 283)
 - Library (p. 284)
 - New Student Orientation (p. 284)
 - Office of Financial Aid (p. 284)
 - Office of the Registrar (p. 285)
 - Office of Undergraduate Admissions (p. 285)
 - Testing Center (p. 285)
 - Auxiliary Services (p. 285)
 - Dining Services (p. 285)
 - LakerCard Center (p. 286)
 - Loch's Nest (p. 287)
 - Smartprint/Copying (p. 287)
 - The Loch Shop (p. 287)
 - Vending Services (p. 287)
 - Campus Centers and Activities (p. 288)
 - Intercollegiate Athletics (p. 288)
 - Masterworks Chorus at Spivey Hall (p. 288)
 - Music Drama Workshop (p. 288)
 - Recreation and Wellness (p. 288)
 - Spivey Hall (p. 288)
 - Student Activities Center (p. 289)
 - Student Government Association (p. 289)
 - University Chorale (p. 289)
 - University Jazz Band (p. 289)
 - University Orchestra (p. 289)
 - University Theatre (p. 290)
 - Student Support Services (p. 290)
 - Counseling and Psychological Services (p. 290)
 - Department of Campus Life (p. 290)
 - Disability Resource Center (p. 290)
 - Division of Student Affairs (p. 291)
 - Office of Career Services (p. 291)
 - Office of Community Standards (p. 292)
 - Office of Information Technology and Services (p. 292)
 - University Advancement (p. 292)
 - University Health Services (p. 292)
 - University Housing and Residence Life (p. 293)
 - Veterans Resource Center (p. 293)

SEARCH COURSES

Welcome to Course Search

Use the search panel on the left to find and narrow down courses of interest.

INDEX

A

Academic Advisement	255
Academic Advisement	260
Academic Calendar	8
Academic Conduct Regulations	263
Academic Honesty	281
Academic Honors	260
Academic Renewal	238
Academic Standing	259
Academic Support Services	282
Academics	26
Accounting (ACCT)	135
Accounting (ACCT)	152
Accounting, B.B.A.	85
Accounting, Minor	87
Accreditation and Approvals	20
ADA Appeals and Grievances	279
Adjudicating Alleged Academic Conduct Infractions	273
Adjudicating Alleged General Misconduct Infractions	272
Administrative Management, B.A.S.	49
Admissions Information	231
African American Studies (AFAM)	153
African American Studies, Minor	50
Appeal Process	276
Application for Admission	240
Application for Graduation	250
Application for Graduation	250
Archival Studies, M.A.S.	119
Art (ART)	136
Art (ART)	154
Art, Minor	71
Astronomy (ASTR)	154
Auditing Courses	253
Auxiliary Services	285
Aviation Administration (AVIA)	155
Aviation Administration, Minor	51

B

BA-Liberal Studies (BALS)	155
Bachelor of Applied Science Core Curriculum	248
Bad Check and Delinquent Account Policy	243

BankMobile Student Refunds	244
Basic Student Responsibilities	251
Biology, B.S.	27
Biology, B.S., Secondary Education Concentration	29
Biology (BIOL)	136
Biology (BIOL)	155
Biology, Minor	29
Board of Regents	9
Books, Software, and Other Costs	242
Bursar's Office	282
Business Administration, M.B.A.	120
Business (BUSA)	137
Business (BUSA)	161
Business Economics, Minor	87
Business for Non-BBA Majors, Minor	85
Business Law (BLAW)	161

C

Campus Centers and Activities	288
Catalog A-Z Index	294
Catalog Contents	295
Center for Academic Success	282
Center for Advising and Retention	283
Changing Semester of Application	241
Changing Semester of Entry	241
Cheating on Examinations	282
Chemistry + Chemical Engineering Dual Program	33
Chemistry, B.S.	30
Chemistry (CHEM)	137
Chemistry (CHEM)	161
Chemistry, Minor	35
Children on Campus Policy	280
Classification of Students	257
Clinical/Counseling Psychology, M.S.	124
Code of Conduct	263
College of Arts and Sciences	26
College of Business	82
College of Health	93
College of Information and Mathematical Sciences	105
College Transcripts	240
Communication	239
Communication and Media Studies, B.A.	72
Communication and Media Studies, Minor	74

Communication/Media Studies (CMS)	165	Department of Marketing and Supply Chain Management	89
Communications (COMM)	168	Department of Mathematics	110
Computer Devices	251	Department of Psychology	57
Computer Science, B.S.	107	Department of Social Sciences	59
Computer Science (CSCI)	170	Department of Visual and Performing Arts	71
Computer Science, Minor	108	Departmental Requirements	240
Computing (CPTG)	172	Dining Services	285
Conduct Regulations	0	Disability Resource Center	290
Core Curriculum	246	Disciplinary Procedures	270
Corporate Communication, Minor	75	Disciplinary Sanctions	275
Counseling and Psychological Services	290	Disruptive Student Behavior	270
Course Overload	255	Division of Student Affairs	291
Course Overload	260	Double Bachelor Degrees in Nursing and Health Care Management	103
Course Repeat Policy	258	Double Bachelor's Degrees in Dental Hygiene and Health Care Management	96
Course Repeat Policy	261	Dual Degree Options	113
Courses	135	Dual Enrollment & Early Admission of High School Students	233
Credit Hours	254	Due Process and Student Rights	273
Criminal Justice, B.S.	59		
Criminal Justice (CRJU)	137	E	
Criminal Justice (CRJU)	172	Economics (ECON)	139
Criminal Justice, Minor	60	Economics (ECON)	176
Critical Thinking (CRIT)	175	Education (EDUC)	139
Cross Registration in the Atlanta Regional Council for Higher Education	253	Education (EDUC)	177
D		Education Specialties, Minor	68
Dance (DANC)	175	Elective Fees and Special Charges	242
Deans	10	Elementary Education, B.S.	69
Declaring and Changing Majors	255	Emeriti	18
Degree Programs	23	ENGL to Speakers of Other Lang (ESOL)	181
Denial of Admission	237	English, B.A.	38
Dental Hygiene, B.S.	95	English, B.A. and Liberal Studies, M.A., Combined Degree	39
Dental Hygiene (DHYG)	175	English, B.A., Secondary Education Concentration	39
Department of Accounting, Business Law , Economics, and Finance	85	English (ENGL)	139
Department of Biology	27	English (ENGL)	181
Department of Campus Life	290	English, Minor	40
Department of Chemistry and Physics	29	Entrepreneurship and Innovation, Minor	88
Department of Computer Science and Information Technology	106	Environmental Science (ENVS)	183
Department of Dental Hygiene	94	Evidence and Burden of Proof	282
Department of English	37	Experiential Learning-Alternat (EXLA)	183
Department of Health Care Management	97	Experiential Learning-Intern (EXLI)	183
Department of Humanities	42	Experiential Learning-Parallel (EXLP)	183
Department of Interdisciplinary Studies	49	F	
Department of Management	87	Faculty	10

Falsification	282
Family Nurse Practitioner, Post-Master's Certificate	126
Film (FILM)	184
Film, Minor	77
Film Production, A.A.	75
Film Production, B.A.	76
Final Examinations	262
Finance (FINA)	141
Finance (FINA)	187
Finance, Minor	87
Financial Aid	244
Financial Aid and Payment Plan	244
Financial Aid Eligibility	245
Financial Information	242
Forensic Science (FOSC)	187
Forensic Science, Minor	36
French, B.A.	42
French (FREN)	141
French (FREN)	188
French, Minor	43
Freshmen and Recent High School Graduates	233
Full-Time Course Load	260

G

General Admissions Policies	231
General Business, B.B.A.	93
General Certificate Requirements	249
General Conduct Regulations	265
General Information	9
General Regulations on Tuition	242
General University Policies	21
Geology (GEOL)	189
Georgia History and Constitution Requirements	249
Georgia Residency Status	231
Governance	9
Grade and Academic Appeals	259
Grade Point Average	249
Grade Point Average	250
Grade Requirements for Specific Courses	249
Grading System	258
Grading System	261
Graduate Academic Appeals Process	278
Graduate Admissions	239

Graduate Assistantships	241
Graduate Graduation Requirements	250
Graduate Level Courses	135
Graduate Major Requirements	250
Graduate Specific Rules and Regulations	260
Graduation Requirements	246

H

Half-Time Course Load	260
Health Administration, M.H.A.	127
Health & Fitness Management (HFMG)	141
Health & Fitness Management (HFMG)	189
Health & Fitness Management, Minor	100
Health and Fitness Management, B.S.	101
Health and Fitness Management Program	100
Health Care Management, B.S.	98
Health Care Management (HCMG)	141
Health Care Management (HCMG)	190
Health Related Studies (HLTH)	142
Health Related Studies (HLTH)	191
Health Sciences, B.S.	99
Health Sciences (HSCI)	193
Hearing Procedures	274
History, B.A.	45
History B.A., Secondary Education Concentration	43
History (HIST)	143
History (HIST)	193
History, Minor	46
Home	7
Homeland Security Emerg Mgmt (HSEM)	197
Homeland Security/Emergency Management, B.A.S.	51
Homeland Security/Emergency Management, Minor	52
Honors Program	283
Human Resource Leadership, Post-Master's Certificate	128
Human Services (HMSV)	197
Humanities (HUMN)	198

I

Info Design and Production (ITMM)	198
Info Software Development (ITSD)	198
Information Database Admin (ITDB)	198
Information Tech Foundation (ITFN)	143
Information Tech Foundation (ITFN)	198
Information Tech Network (ITNW)	200

Information Tech Skills (ITSK)	200	Marketing, B.B.A.	90
Information Technology, A.A.S	108	Marketing, Minor	91
Information Technology, B.I.T.	109	Marketing (MKTG)	144
Information Technology, Minor	110	Marketing (MKTG)	203
Initiation of Charges - Resolution & Adjudication Options	271	Masterworks Chorus at Spivey Hall	288
Integrative Studies, A.A.	52	Mathematics, B.S.	110
Integrative Studies, A.S.	53	Mathematics, B.S., Secondary Education Concentration	111
Integrative Studies, B.S.	53	Mathematics Education (MAED)	146
Integrative Studies (INTE)	200	Mathematics (MATH)	145
Integrative Studies, Pre-Engineering Concentration, A.S.	34	Mathematics (MATH)	204
Integrative Studies, Pre-Pharmacy Concentration, A.S.	35	Mathematics, Minor	112
Intercollegiate Athletics	288	Medical Insurance	240
Interdisciplinary Studies (IDST)	143	Middle Level Education, B.A.	69
International Business, Post-Master's Certificate	128	Military Refunds	243
International Student Course Load	260	Military Science Leadership (MSL)	207
International Student Services	283	Mission of the University	20
International Students	236	Multiple Submissions	282
International Students	240	Music, B.A.	80
International Studies (INTL)	200	Music Drama Workshop	288
Italian (ITAL)	200	Music Education, B.M.	77
J		Music, Minor	81
Journalism (JOUR)	201	Music (MUSC)	146
L		Music (MUSC)	207
LakerCard Center	286	N	
Language Arts/Reading (LART)	201	New Student Orientation	237
Late Registration and Changing Schedules	253	New Student Orientation	284
Latin (LATN)	201	No Show Policy	252
Lawful Presence Verification	232	Non-degree	237
Learning Support Requirements	259	Non-Degree Admission	239
Legal Studies, B.S.	60	Non-Traditional Students	234
Legal Studies (LGST)	202	Nursing, B.S.N.	103
Liberal Studies, B.A.	54	Nursing, M.S.N.	131
Liberal Studies, M.A.	129	Nursing (NURS)	146
Liberal Studies (MALS)	143	Nursing (NURS)	210
Library	284	O	
Loch's Nest	287	Office of Career Services	291
Lower Division Required Coursework	248	Office of Community Standards	292
M		Office of Financial Aid	284
Management, B.B.A.	88	Office of Information Technology and Services	292
Management (MGMT)	143	Office of the President	9
Management (MGMT)	202	Office of the Registrar	285
Mandatory Fees	242	Office of Undergraduate Admissions	285

Online Instruction	253
Other Graduation Requirements	249
Out-of-State Tuition Waivers	243
Overview of the Conduct Process	271

P

PACE Academic Community Engagement (EXEL)	211
Paralegal Studies, A.A.S.	61
Paralegal Studies, Certificate	62
Paralegal Studies (PARA)	211
Pathways to Engineering	112
Philosophy, B.A.	46
Philosophy, Minor	47
Philosophy (PHIL)	148
Philosophy (PHIL)	212
Physics, Minor	37
Physics (PHYS)	212
Plagiarism	281
Policy on Transfer Credit at the Master's Level	261
Political Science and Government Studies, B.S.	62
Political Science, Minor	63
Political Science (POLS)	148
Political Science (POLS)	213
Post-Baccalaureate Students	237
Pre-Law, Minor	63
Prerequisites and Corequisites	252
Prior Learning Assessments	255
Professional Sales, Minor	92
Provisional Admission	239
Psychology and Human Services, B.S.	57
Psychology and Human Services, B.S. (online option)	58
Psychology, Minor	59
Psychology (PSYC)	149
Psychology (PSYC)	216
Public Administration, M.P.A.	125

R

RDH-BSDH Completion Track	96
Reading (READ)	219
Readmission of Former Clayton State Students	237
Recreation and Wellness	288
Reentry Applications	241
Refund Policy	243
Refunds in the Event of Death	243

Regents' Tuition Assistance Program	243
Registering for Courses	252
REPP - Regents' Engineering Pathways Program	118
Required First Year Experience Program Policy	255
Requirements for Graduate Applicants	239
Requirements for Undergraduate Applicants	232
Residency Requirement	249
Residency Requirement	250
Retention of Records	241
Return of Title IV Student Aid	244
RN-BSN Completion Track	104
Rules and Regulations	251

S

School of Education	65
School of Graduate Studies	119
School of Nursing	102
Science (SCI)	150
Science (SCI)	219
Search Courses	300
Servicemembers Opportunity College	232
Smartprint/Copying	287
Social Science (SOSC)	219
Social Work, Minor	64
Sociology, B.S.	64
Sociology, Minor	65
Sociology (SOCI)	220
Spanish, B.A.	47
Spanish, Minor	48
Spanish (SPAN)	150
Spanish (SPAN)	221
Spivey Hall	288
Statistics (STAT)	150
Student Activities Center	289
Student Complaint Policy	277
Student Government Association	289
Student Handbook	263
Student Policies	263
Student Resources and Services	282
Student Support Services	290
Students 62 Years of Age or Older	232
Studies Abroad (STAB)	223
Supply Chain Management, B.B.A.	92

Supply Chain Management, Minor	93
Supply Chain Management, Post-Master's Certificate	132
Supply Chain Mgmt Logistics (SCML)	223

T

Teaching, M.A.T.	132
Technology Management, B.A.S.	55
Technology Management (TECH)	224
Test Scores	240
Testing Center	285
The Loch Shop	287
Theater (THEA)	227
Theatre, B.A.	81
Theatre, Minor	82
Third-Party Billing	243
Total Hours Requirement	249
Total Hours Requirement	250
Transfer Students	235
Transient Admission	239
Transient Students	236
Tuition	242

U

Unauthorized Collaboration	282
Undergraduate Admissions	232
Undergraduate Graduation Requirements	246
Undergraduate Level Courses	150
Undergraduate Specific Rules and Regulations	255
University Advancement	292
University Attendance Policy	252
University Chorale	289
University Foundations (CSU)	150
University Foundations (CSU)	228
University Health Services	292
University Hearing Authority	272
University History	20
University Housing and Residence Life	293
University Housing Policies	268
University Jazz Band	289
University Orchestra	289
University System of Georgia	9
University System of Georgia Member Institutions	21
University Theatre	290
Upper Division Major Requirements	248

V

Vending Services	287
Veterans Resource Center	293

W

Web BIT (WBIT)	228
Withdrawal from Courses	253
Women's and Gender Studies, Minor	56
Women's Studies (WST)	230
Writing Lab (WLAB)	230